بسم الله الرحمن الرحیم

In The Name Of Allah , the Compassionate , The Merciful

انگلیسی(۲)

سال دوم دبیرستان

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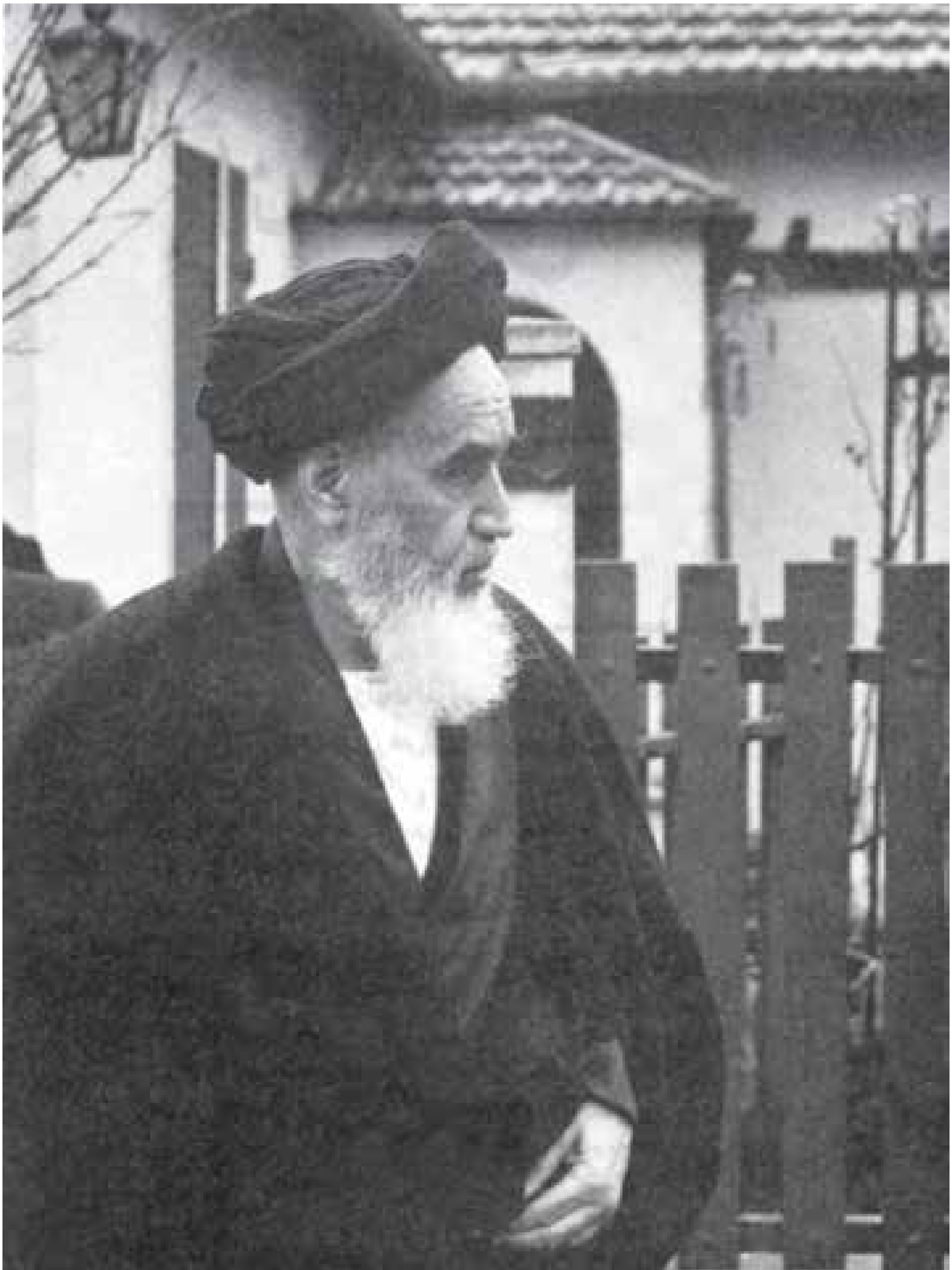
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امروز غرب و شرق بخوبی می‌دانند تنها نیرویی که می‌تواند آنها را از صحنه خارج کند اسلام است.

امام خمینی

همکار محترم

در تنظیم درس‌های این کتاب بخش‌های مختلفی در نظر گرفته شده که ذیلاً به شرح اهداف و روش تدریس هر یک از بخش‌ها می‌پردازیم و امیدواریم دبیران محترم با آگاهی از اهداف مورد نظر از هر بخش، شیوه تدریس مناسب را برای آموزش آن برگزینند.

بخش A (New words) : هدف از ارائه این بخش آشنا ساختن دانش‌آموزان با لغات جدید Reading است. مهم این است که این کار حتی‌الامکان بدون استفاده از زبان فارسی صورت گیرد. معلم با استفاده از تکنیک‌های مختلف آموزش لغات (نشان دادن شیء، استفاده از حرکات برای نشان دادن افعال، نشان دادن تصویر، ارائه تعریف‌های ساده، دادن مترادف، متضاد و غیره) معنی کلمات را به دانش‌آموزان می‌آموزد و با استفاده از جملات داده شده در این قسمت، فرصت و امکان استفاده از زبان انگلیسی را به صور ت گفت‌وگو، سؤال و جواب و ... فراهم نموده و نحوهٔ کاربرد کلمات را در جملات آموزش می‌دهد. بدیهی است معلم می‌تواند با توجه به عوامل مختلف، در صورت لزوم، جملات دیگری را نیز مورد استفاده قرار دهد.

بخش B (Reading) : هدف خواندن متن و درک آن است. متن درس نباید به هیچ‌وجه برای دانش‌آموزان ترجمه شود. هدف آموزش «ترجمه» نیست،منظور این است که دانش‌آموزان متنی را به زبان انگلیسی بخوانند و سعی کنند معنی جملات آن را حتی‌الامکان بدون توسل به زبان مادری درک کنند. معلم نباید همه نکات مختلف دستوری را که احیاناً در جملات متن و سایر بخش‌ها آمده است برای دانش‌آموزان توضیح دهد. توضیحات دستوری تنها در محدوده نکاتی است که در E و D مطرح شده. البته چون مطالبی که قبلاً تدریس شده در قالب جملات قسمت‌های مختلف درس مرتباً به کار رفته و مرور می‌شوند، دانستن آن‌ها برای دانش‌آموزان ضروری است.

بخش D و E (Speak Out, Write It Down) : در این قسمت‌ها، نکات دستوری درس مطرح شده است، در تدریس نکات دستوری، مانند کتب انگلیسی دورهٔ راهنمایی، اغلب تمرین‌هایی که شامل مراحل Repetition، Substitution، Transformation و Production می‌باشد در این کتاب گنجانده شده است.

باید توجه داشت که دستور زبان به خودی خود « هدف» نبوده بلکه وسیله‌ای است جهت درست نوشتن، درست خواندن و درست صحبت کردن. همکاران محترم توجه داشته باشند که توضیحات دستوری مطرح شده در کتاب خطاب به «معلم» (To the teacher) می‌باشد و نباید انتظار داشت دانش‌آموزان این توضیحات را «حفظ» کنند و به هیچ‌وجه خارج از محدوده مطالبی که در کتاب مطرح شده است نکاتی را به دانش‌آموزان یاد ندهند.

بخش F (Language Functions) : اجزای جملات این قسمت نباید برای دانش‌آموزان از لحاظ دستوری مورد بحث قرار گرفته و تشریح شوند. در بعضی جملات نکاتی وجود دارد که دانش‌آموزان هنوز نیاموخته‌اند. نباید از دانش‌آموزان خواست عین جملات کتاب را طوطی‌وار حفظ کنند. بلکه موقعیت‌های مطرح شده را باید به صورت طبیعی با دانش‌آموز و ضمن ایفای نقش تمرین نمود. در نهایت باید خود دانش‌آموزان بتوانند براساس جملات این قسمت در نقش‌های مختلف با یکدیگر صحبت کنند.

بخش G (Pronunciation Practice) : هدف آشنا ساختن دانش‌آموزان با تلفظ صحیح حروف، کلمات و جملات است. مسلماً تدریس باید به‌صورت تکرار و تمرین و احیاناً بازی‌های جالب انجام شود. دانستن معنی کلماتی که قبلاً تدریس نشده ضروری نیست.

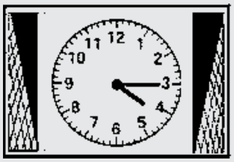
بخش I (Vocabulary) : در این بخش لغات جدید درس به ترتیب حروف الفبا آورده شده است. با توجه به ارتباط مطالب کتب زبان انگلیسی دورهٔ دبیرستان با مطالب کتاب‌های انگلیسی دورهٔ راهنمایی، به دبیران محترم توصیه می‌شود، در ابتدای سال تحصیلی نکات مهم کتاب‌های دورهٔ راهنمایی را در کلاس مرور کرده و دانش‌آموزان را برای شروع این کتاب آماده نمایند.

گروه درسی زبان‌های خارجی
دفتر تألیف کتاب‌های درسی ابتدایی و متوسطه نظری

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Review Exercises (1)

I. Look at the pictures and complete the sentences.



1. It --.



2. It --.



3. It --.



4. It --.



5. It --.

II. Add the words in parentheses to the sentences and make changes if necessary.

1. They can't speak English very well. (last year)
2. I have to take him to school before 7 o'clock. (when I was young)
3. She reads some of the English books in the school library. (should)

III. Complete these sentences:

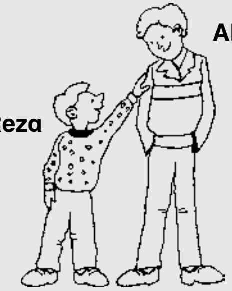
1. You were eating lunch when they arrived, ------?
2. Betty usually goes to school by bus, --------?
3. Your parents know that we are going there, -------?
4. The old mechanic can't repair your friend's car before tomorrow evening, --------?

IV. Answer these questions. Use the words given in parentheses.

1. Is Chinese spoken in England? (English)
   ---.
2. Is breakfast eaten in the afternoon? (in the morning)
   ---.
3. Are cars painted by mechanics? (repair)
   ---.
4. Was a man sent to the moon last year? (in the future)
   ---.

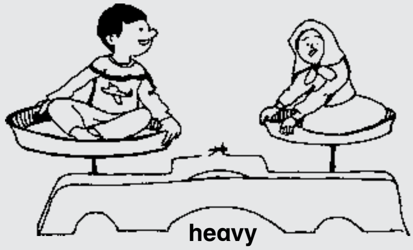
V. Look at the pictures and complete the sentences. Use the words given.

1. Ali is ------------------------.

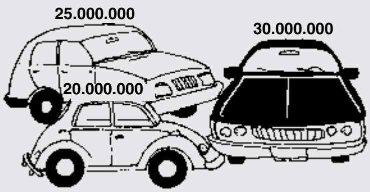


tall

2. The girl is ------------------.



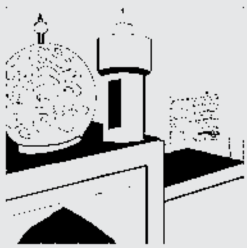
heavy



3. The black car --------------------.

expensive

4. The mosque ----------------------.



old

5. The elephant ---------------------.



big

In the name of Allah

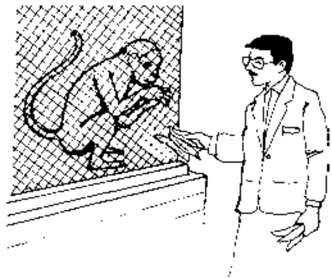
LESSON ONE

A. New Words

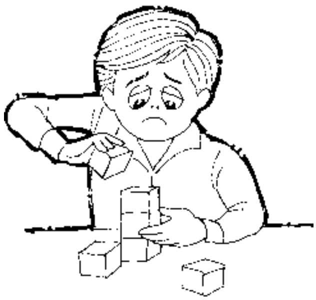
1. There are a banana and a slice of cake on the plate.
   What are there on the plate?
   Is there a slice of banana on the plate?



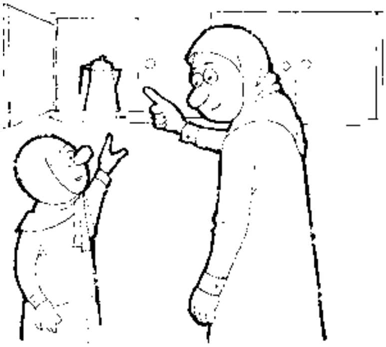
2. This monkey learns very fast. When she does the puzzle right, the man gives her a reward.
   Can she do the puzzle right?
   Why does the man give her a reward?
   Do you do your homework just for a reward?



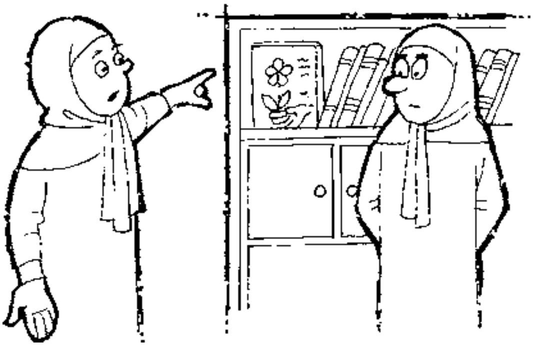
3. – This puzzle is too hard for me.
   I can't find out how to do it.
   – If you keep on trying, you'll soon learn how to do it.
   Does he know how to do the puzzle?
   What should he do?



4. – Mother, please bake a cake for us today.
   – Sorry, I can't. We've run out of sugar.
   Why can't she bake a cake today?



5. You have many books. May I borrow one of them?
   I'll give it back in two days.
   What does she want to borrow?
   Is she going to give it back soon?



6. He is taking the clock apart.
   What is he doing?



7. He picked up the newspaper and looked at the pictures carefully.
What did he pick up?
What did he do then?



8. They are going to build a language lab in our highschool.
We will listen to tapes in the language lab.
What are they going to do?
What will we do there?



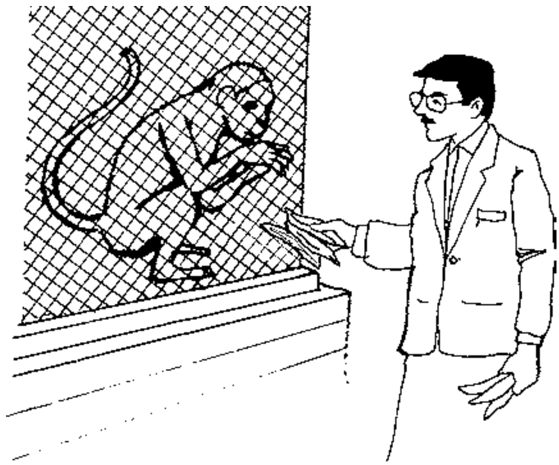
Practice Your New Words.

Fill in the blanks with new words from this lesson.

1. Give me a ------- of cheese.
2. I tried very hard but couldn't do it --------.
3. Let's buy some tea. We've ----- ------ of tea.
4. A language ------- is a very good place to learn English.
5. She was very tired but she wanted to ------ ------- working.

WASHOE AND THE PUZZLES

B. Reading



1 Washoe is a monkey. She lives in a lab. The lab is a place where men and women study monkeys and other animals. They study the animals to find out how they learn.

2 One day a man put a puzzle in Washoe's cage. Washoe had to take the puzzle apart. Each time she did it right, the man gave her a slice of banana. That was her reward.

3 Washoe didn't eat the banana slices. She just put them there.

4 The man made the puzzle harder. But Washoe soon learned how to take it apart.

5 Then the man ran out of bananas. What now? Would she keep on doing puzzles without a reward?

6 Washoe looked at him. She waited. The man gave her the next puzzle. Washoe took it apart. Then she picked up a slice of banana. She put it outside the cage for the man!

7 And so it went. The man would give Washoe a puzzle. And she would give back a banana slice. She kept on until she had returned all the bananas.

8 Washoe learned many new puzzles that day. And the man learned something too. He learned that some monkeys don't work puzzles only to get food. They do puzzles for the fun of it – just like you and me!

C. Comprehension

I. Answer these questions orally.

1. Why do they study animals in a lab?
2. Where did the man put the puzzle?
3. What did Washoe have to do with the puzzle?
4. What did the man learn that day?
5. Are all monkeys as clever as Washoe?
6. Do you like to play with a monkey like Washoe?

II. True or False?

___1. Some people keep animals in a lab because animals can learn many new things there.

___2. Washoe didn't always do the puzzles right.

___3. Washoe didn't eat the banana slices when she was doing the puzzles.

___4. Washoe didn't like to do puzzles after the man ran out of bananas.

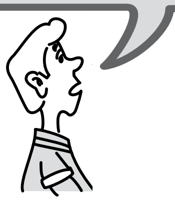
___5. Men and some monkeys work puzzles just for the fun of it.

III. Complete the sentences. Use a, b, c or d.

1. Why would the man give Washoe a slice of banana?
   a. because Washoe was very clever.
   b. because the man liked the monkey.
   c. because Washoe did everything right.
   d. none of the above.
2. What Washoe did was -------.
   a. quite all right
   b. very unusual
   c. very funny
   d. not unusual
3. According to the passage, Washoe --------.
   a. liked doing puzzles
   b. liked the reward
   c. was an old monkey
   d. lived in a lab in Africa
4. The man -------.

a. helped Washoe do the puzzles
b. was a teacher of animals
c. learned new things about monkeys
d. asked Washoe to return all the bananas

D. Speak Out



Presentation

Structure: Past Perfect: had + Past Participle

She had returned all the bananas.

Speaking 1

Listen and repeat.

It was ten o'clock in the evening. Ali was going to bed. He had done many things before he went to bed:

He had done all his homework.
He had listened to the news.
He had eaten his dinner.
He had brushed his teeth.
He had watched TV.
He had said his prayers.
He had written a letter to his friend.
He had said good night to his parents.

Speaking 2

Substitute the words in the pattern sentences. Make changes where necessary.

I had eaten a sandwich before I went to bed.

1. Ali 2. She 3. Mr Amiri

4. My sister 5. cooked dinner 6. washed the dishes
7. watched the news 8. turned off the TV

Ali was tired because he had walked for 5 hours.

1. upset / lose his money
2. sorry / make a big mistake
3. happy / help the old man
4. upset / get bad marks
5. tired / work very hard
6. happy / finish his homework
7. tired / work on the farm

Speaking 3

Answer these questions. Follow the model.

Model:

Had you washed the dishes before they arrived? (clean the room)
No, I hadn't.
I had cleaned the room before they arrived.

1. Had your brother done his homework before you telephoned him? (write a letter)
2. Had they learned French before they left the country? (English)
3. Had David bought the tickets before the match started? (John)
4. Had Ali lived there for many years before you met him? (a few years)
5. Had you put the dishes in the kitchen before you went out? (on the table)
6. Had she cleaned the rooms carefully before they arrived? (carelessly)

E. Write It Down



Writing 1

Combine these sentences using "because".

Example: John answered all the questions correctly.
He studied very hard.

John answered all the questions correctly because he had studied very hard.

1. Ali was very tired last night.
   He played football all afternoon yesterday.

2. Ahmad played ping-pong very well.
   He practiced ping-pong for many years.

3. The boys decided to rest.
   They walked for 10 kilometers.

4. Mrs Jones was very happy.
   She found her little son.

5. Jane didn't go there.
   They didn't invite her.

6. Mr White didn't wear the shirt.
   His wife didn't wash it.

Writing 2

Answer the following questions. Use the words given in parentheses.

Example:

Why did he leave early? (finish his work)
He left early because he had finished his work.

1. Why were you unhappy last night?	(read a sad story)
2. Why did you leave your office early?	(finish my work)
3. Why didn't the man eat the fruits?	(not wash them)
4. Why was Jane so happy?	(get very good marks)
5. Why was the man so upset?	(make a lot of mistakes)
6. Why didn't you let Sally watch TV?	(not do her homework)
7. Why didn't Mary go to their party?	(not invite her)
8. Why did you give her your book?	(lose her book)

Writing 3

Write 5 sentences saying the things you had done before you went to bed last night.

To the Teacher

Structure: Past Perfect

Ali had eaten a sandwich before he went to bed.
(had eaten = A; went = B)

Ali was tired because he had walked for 5 hours.
(was tired = B; had walked = A)

Both A and B are about the past. But the use of "had + past participle" indicates that the action described in A happened before the action or state described in B.

Affirmative	Question	Negative
I had worked. You had worked. He had worked.	Had I worked? Had you worked? Had he worked?	I had not worked. You had not worked. He had not worked.

F. Language Functions

Requesting Politely

Ask your friend to do the things below. Use this model:

Model: A: Would you mind opening the window?

B: Not at all. / Of course not. / All right.

A: Thanks so much. / a lot.

B: You're welcome.

1. ... return these books to the library for me?
2. ... help me clean my room?
3. ... open the window? It is very hot.
4. ... help me with these math problems?

5. ... change this bill for me?
6. ... let me use your motorcycle for a while?
7. ... let me borrow your cassette player?
8. ... let me look at your copy of the book?

Here is an example:

A: Would you mind returning these books to the library for me?
B: Of course not.
A: Thanks a lot.
B: You're welcome.

Now practice with a friend.

G. Pronunciation Practice

1. Practice the following words with the / u:/ sound, as in " two".

too	soon	move	soup
two	who	prove	group
to	whom	loose	through
do	whose	shoe	tooth
you	food		blue

Listen to your teacher and repeat these sentences after him.

1. Do you have a loose tooth?
2. I'm moving to the blue room this afternoon.
3. Whose group do you belong to?

2. Now practice the following words with your teacher. They have either the long / u: / , as in " too", or / ju: /, as in "use".

prove	room	beauty	excuse me
loose	drew	beautiful	July
blue	flew	beautifully	music
Q	view	rule	fuse
U	June	usual	use(v)
	few	usually	used to

Now put them under the right column.

A	B
rule	use
–	–
–	–
–	–
–	–

H. Vocabulary Review

Fill in the blanks with these verbs.

1. turn down	2. came back	3. get up	4. put on
5. take off	6. picked up	7. give back	8. find out

1. Do you usually ------- -------- early in the morning?
2. Please ------- -------- the TV. I want to study.
3. Don't you want to ------- ------- the money you borrowed from me?
4. He ------ -------- a slice of bread and gave it to me.
5. They'll soon ------- ------- who has taken the money.
6. ------- ------- your coat! It may get cold.
7. Your shoes are dirty. ------- them -------.
8. My father ------ ------ from work very late last night.

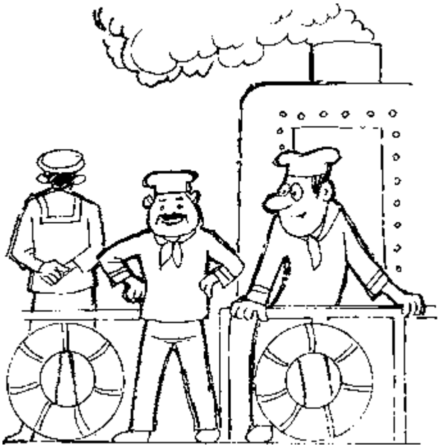
I. Vocabulary

according to
banana*
bill
cage*
cassette player
copy
decide
do right*
find out*
for a while
get cold
give back*
keep on*
language lab*
make a mistake
math
motorcycle
passage
pick up*
politely
puzzle*
request
reward*
right
run out of*
slice*
sugar
take (sth) apart*
tape
unhappy
unusual
upset
Would you mind ...?
You're welcome.

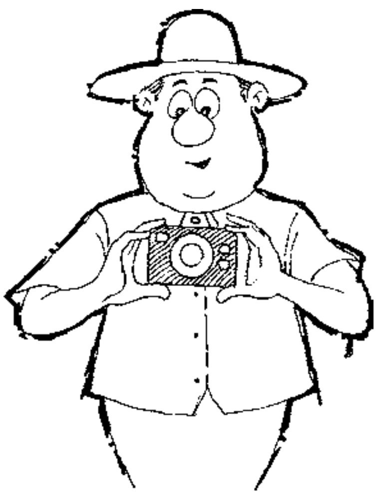
LESSON TWO

A. New Words

1. I have two brothers. Both of them are in the navy.
   Is one of my brothers a teacher?
   Are both of them sailors?

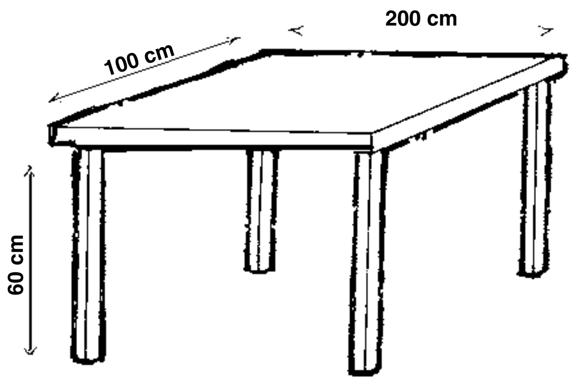


2. If you want to take a photograph, you must have a camera.
   What do we do with a camera?
   What does a photographer do?



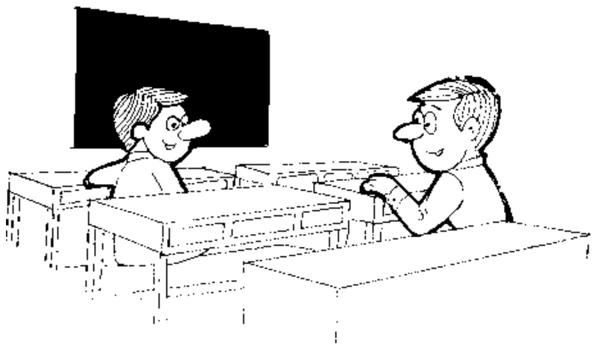
3. A man has made a big table. It is 100 centimeters wide.

    How long is the table?
    How wide is it?
    How high is it?



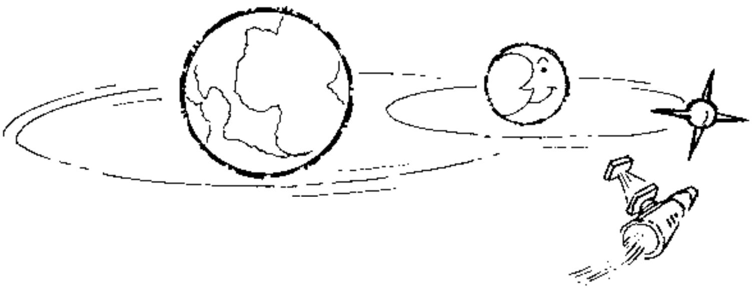
4. This is my bench. I sit on this bench, and my friend sits on the other bench.

    Do we sit on one bench?
    Who sits on the other bench?

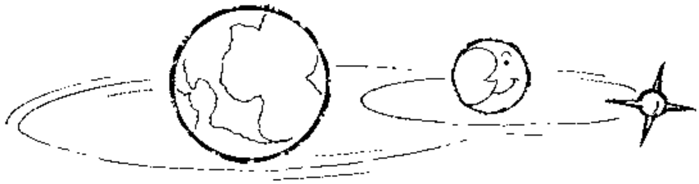


5. The cameras in the spaceships have taken lots of pictures of the moon. Now we know a lot about the moon and space.

    Have the cameras taken many pictures?
    How much do we know about the moon and space?



6. The moon goes around the earth, and both of them go around the sun.
   Does the sun go around the moon?
   Do the moon and the earth go around the sun?



7. The little cat fell into the hole. It tried to get out of the hole.
   What fell into the hole?
   What did it try to do?



Practice Your New Words.

Fill in the blanks with new words from this lesson.

1. My mother works ---------- at home.
2. I would like to travel ---------- the world.
3. The garden is fifty meters ----------.
4. In one hand she held a knife. In ---------- one she had a slice of cake.
5. Tom is absent. Jack is absent too. They are ---------- ill today.
6. Mehdi's pen ---------- into a hole yesterday.
7. You take photographs with your ----------.

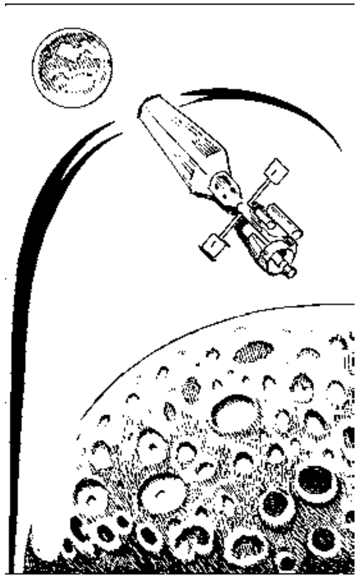
Write these words in the proper columns:

a ship ,	trees ,	waves ,	the moon ,	a village
a train,	a spaceship ,	clouds ,	a sailor ,	stars
navy ,	mountains ,	the sun ,	fish ,	a boat

sea	land	sky/space

THE OTHER SIDE OF THE MOON

B. Reading



1 Did you know that the same side of the moon faces the earth all the time?

2 For years and years people looked up at the moon and saw just that one side. It seemed that the other side would always be a secret. But not very long ago, things changed.

3 People knew a lot about the side of the moon they could see. They knew it had no air or water or plant life. It had tall mountains and flat places called "seas". There were lots of holes on it. The holes were made by very big rocks. The rocks fell on the moon from space. Some holes were very wide. They had walls as tall as tall buildings.

4 But what of the moon's other side? What was it like?

5 In 1959 a Russian[1] spaceship went around the moon. There were no men in the spaceship. But there were cameras that took pictures of the other side of the moon. Later, other spaceships took more pictures.

6 We saw that the other side of the moon is much like the side we see all the time. But it has more holes. It has fewer flat places.

7 So now you know what people who lived before 1959 didn't know. You know what's on both sides of the moon!

---

[1] Russian / ˈr √ S´n /

C. Comprehension

I. Answer these questions orally.

1. Can we see both sides of the moon?
2. What did people know about the side of the moon that faces the earth?
3. What did the Russian spaceship do?
4. What did we learn about the moon in 1959?
5. How were the holes on the moon made?
6. Does the other side of the moon have mountains, too?

II. True or False?

___ 1. The other side of the moon has always been a secret to man.
___ 2. The first pictures of the moon were taken by a Russian.
___ 3. Before the pictures were taken, people thought there was plant life on the moon.
___ 4. The walls of some wide holes on the moon are as tall as tall buildings.
___ 5. The side of the moon we see all the time has fewer holes than the other side.

III. Complete the sentences. Use a, b, c or d.

1. For years people knew ----------.
   a. a little about the other side of the moon
   b. that the secret side of the moon was flat
   c. nothing about the other side of the moon
   d. everything about the moon
2. Man cannot live on the moon because ----------.
   a. it has no air
   b. there is no plant life on it
   c. water can't be found on it
   d. all of the above
3. The other side of the moon ----------.
   a. is not very different from the side we see
   b. has fewer "seas"
   c. has no holes
   d. a and b
4. People who lived before 1959 ----------.
   a. knew that a Russian spaceship could go around the moon

b. had no knowledge about flat spaces on the moon
c. knew what was on both sides of the moon
d. had not seen the other side of the moon

5. From this passage we understand that in the past man ----------.
a. knew very little about the moon
b. had travelled to the moon
c. could travel into space
d. knew about plant life on the moon

D. Speak Out



Presentation 1

Structure: Any, No

There isn't any air on the moon.
There were no men in the spaceship.

Speaking 1

Listen and repeat.

1. Did you have any friends there?
   No, I didn't have any friends there.
   Or
   No, I had no friends there.
2. Does he have any money in his pocket?
   No, he doesn't have any money in his pocket.
   Or
   No, he has no money in his pocket.
3. Were there any tall trees in the park?
   No, there weren't any tall trees in the park.
   Or
   No, there were no tall trees in the park.

4. Is there any sugar in your cup?

   No, there isn't any sugar in my cup.

   Or

   No, there is no sugar in my cup.

5. Did the teacher ask any questions?

   No, he didn't ask any questions.

   Or

   No, he asked no questions.

6. Do you see any bread on the table?

   No, I don't see any bread on the table.

   Or

   No, I see no bread on the table.

Speaking 2

Substitute the words in the pattern sentences. Make changes if necessary.

Are there any books on the table?

1. cars / in the street
2. students / in the yard
3. water / in the glass
4. bread / on the table
5. pictures / in the book
6. money / in the box

I don't see any children in the park.

1. trees / in the picture
2. no children / in the classroom
3. snow / on the ground
4. any spoons / on the table
5. money / in the box
6. no cats / on the wall
7. clouds / in the sky
8. water / in the kettle

Speaking 3

Repeat the following sentences using no instead of any.

Examples:

I don't have any money.
I have no money.

She didn't see anybody.
She saw nobody.

1. There isn't any water in the glass.
2. He hasn't eaten anything for 2 days.
3. We didn't have any friends there.
4. She doesn't bring anything with her.
5. I didn't ask anybody to help me.
6. I know they won't make any mistakes.
7. There weren't any hotels in the town.
8. They don't have anything to eat.

Speaking 4

Look at the pictures and answer the questions.
Give two answers using any and no.

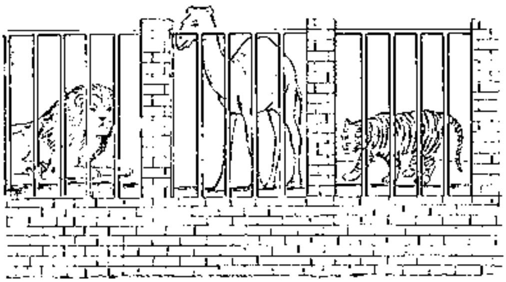
1. Is there any water in the glass?



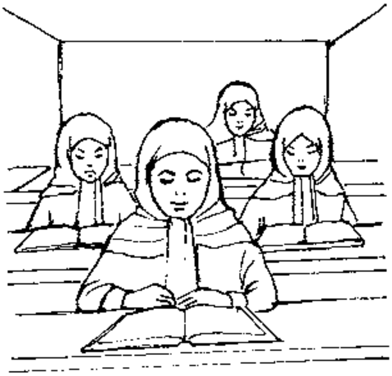
2. Did Nader have any money in his pockets?



3. Do you see any monkeys in the picture?



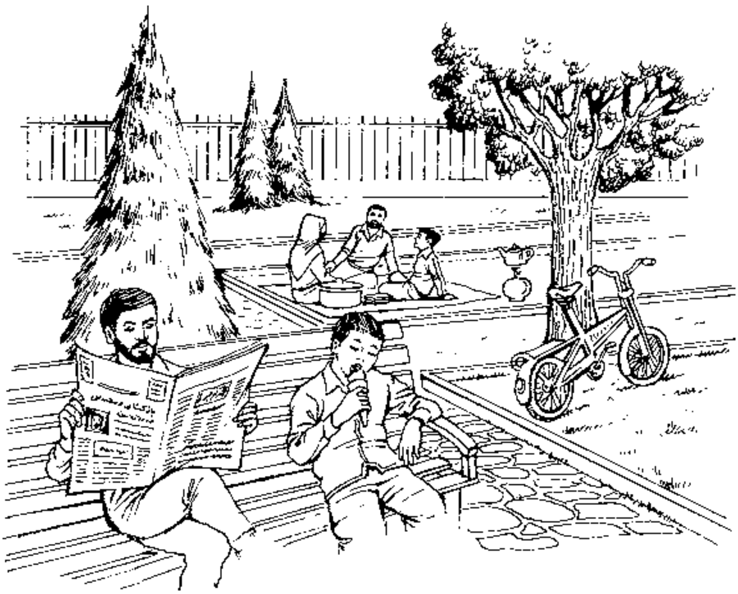
4. Were there any boys in the classroom?



5. Does he have any books in his hands?



6. Did Mohsen’s father eat anything in the park?



Presentation 2

Structure:

Possessive Pronouns:	
mine	ours
yours	yours
his	
hers	theirs
its	

Speaking 1

Listen and repeat.

A)

This is my house.	This house is mine.
This is our house.	This house is ours.
This is your house.	This house is yours.
This is his house.	This house is his.
This is her house.	This house is hers.
This is Ali's house.	This house is Ali's.
This is their house.	This house is theirs.

B)

I have a watch.	It's mine.
We have a car.	It's ours.
You have a pen.	It's yours.
He has a notebook.	It's his.
She has a dictionary.	It's hers.
My brother has a bicycle.	It's his.
They have a house.	It's theirs.

Speaking 2

Substitute the words in the pattern sentences. Make necessary changes.

I have a car but that blue car isn't mine.

1. He
2. They
3. You
4. She
5. We

Speaking 3

Complete these sentences. Follow the model.

Model:

Is this your pen? (his) No, it <u>isn't mine</u>. It's <u>his</u>.

1. Is this his dictionary? (her)
   No, it ---------------------------.
   It's ------------------------------.
2. Are these our shoes? (their)
   No, they ---------------------------.
   They're ----------------------------.
3. Is this your address? (Ali's)
   No, it ---------------------------.
   It's ------------------------------.
4. Are these Frank's shirts? (my brother's)
   No, they ---------------------------.
   They're ----------------------------.
5. Is this her watch? (my sister's)
   No, it ---------------------------.
   It's ------------------------------.
6. Are these their houses? (our)
   No, they ---------------------------.
   They're ----------------------------.

E. Write It Down



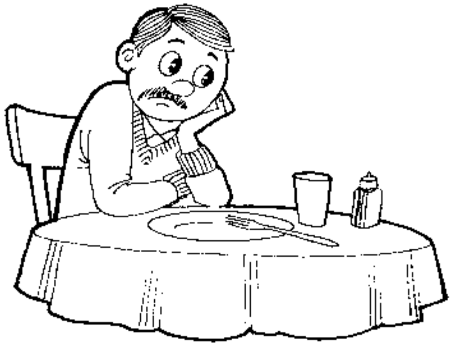
Writing 1

Answer these questions. Use the words given in parentheses.

1. How much water is there in the kettle? (some)
2. Were there any forks on the table? (any)
3. Are there many benches in the park? (a few)
4. How many students study in this highschool? (two hundred and fifty)
5. Do you have any Japanese books in your library? (no)
6. How much bread did she buy yesterday? (any)

Writing 2

Look at the picture and answer the questions.



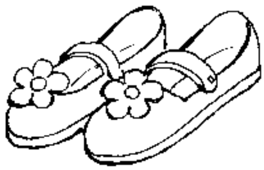
1. Are there any spoons on the table?
2. How many glasses are there on the table?
3. Is there any bread near the plate?
4. Do you see any forks on the table?
5. Does the man have anything in his hands?
6. How much water is there in the glass?

Writing 3

Answer these questions. Follow the model.

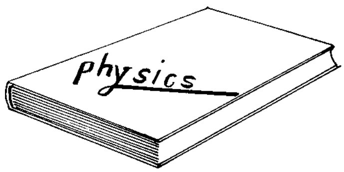
Model:

Ali is thirty years old.
His daughter is five years old.
Whose shoes are these?
They are hers.



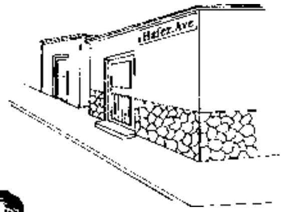


1. I'm a tall boy.
   Javad is a short boy.
   Whose shirt is this?
   --------------------.



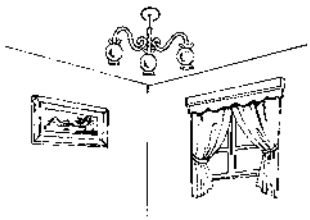
2. Maryam studies physics.
   I study history.
   Whose book is this?
   --------------------.

3. We live on Bahar Street.
   They live on Hafez Street.
   Whose house is this?
   --------------------.



4. I have a black pen in my hand.
   My friend has a blue pen in his hand.
   Whose pen is this?
   --------------------.





5. There are two windows in your room.
   There are three windows in her room.
   Whose room is this?
   --------------------.

To the Teacher

Structure 1: Any, No

> There isn't any sugar in my cup.
> There is no sugar in my cup.
> I didn't have any friends there.
> I had no friends there.

1. "Any" usually comes in negative sentences. "No" comes before a noun and makes the sentence negative.
2. Both no and any are used with countable and uncountable nouns. But the verb agreement with the subject must be taken into consideration.

There is no water in the glass.
There are no students in the classroom.

Structure 2: Possessive Pronouns

Compare the possessive determiners with the possessive pronouns.

This is my book. This is mine.
This is Ali's book. This is Ali's.

Note: In the above sentences, 'mine' substitutes 'my book' and 'Ali's' substitutes 'Ali's book'.

F. Language Functions

Requesting Politely

Ask your friend not to do the things below. Use this model:

A: Would you mind not opening the window?

B: Oh, all right. / Oh, sure.

A: Thank you.

1. ----- play your radio so loud? I'm trying to read.
2. ----- close the window? It's rather hot in here.
3. ----- talk so loudly? I'm trying to work.
4. ----- wear your shoes inside?
5. ----- leave the door open? It's rather windy today.
6. ----- eat your lunch in the classroom?

Here is an example:

A: Would you mind not playing your radio so loud?
I'm trying to read.

B: Oh, all right.

A: Thank you.

Now practice with a friend.

G. Pronunciation Practice

The sounds / u: / **and** / ju: /

I. The same word may have two different pronunciations. In the words in column 1 below, all speakers, either American or English, use / u: /; in the words in column 2 speakers of English use / u: / or / ju: / according to the part of the country they come from; in the words in column 3, all speakers use / ju: /.

1		2	3	
/ u: /		/ u: / or / ju: /	/ ju: /	
too	chew	Tuesday	use	excuse
do	June	due	pupil	beauty
soon	juice	knew	few	human
who	rule	new	review	usually
zoo	true	student	music	

The vowels / ɑʊ / **,** / əʊ /

II. Listen to the following pairs of words. They differ in their vowel sounds. The first word has the / ɑʊ / sound, as in "house" ; the second word has the / əʊ / sound, as in "know ".

how	toe	cow	no
now	known	loud	load
blouse	blows	shout	shoulder

H. Vocabulary Review

A. Fill in the blanks with these words:
at last, all day long, get up, looked for, growing up

1. Your brother has become a big boy. He's ---------- fast.
2. I'm very tired. I've worked hard ----------.
3. ---------- we found out who had stolen the watch.
4. I woke up at six, but I didn't ---------- till 6:30.

5. Where were you this morning? We ---------- you everywhere.

B. Write down the opposite of these words:

1. clean ≠ ----------.	4. big ≠ ----------.
2. thin ≠ ----------.	5. tall ≠ ----------.
3. better ≠ ----------.	6. friend ≠ ----------.

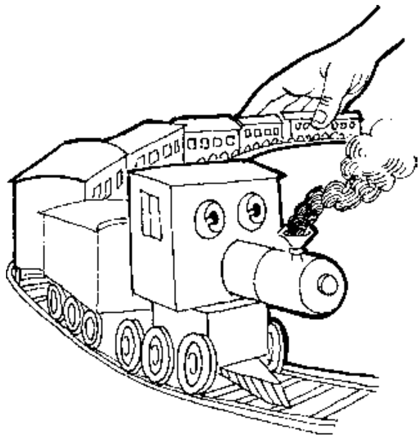
I. Vocabulary

a lot
all day long
around*
both*
camera*
centimeter
earth
everywhere
face* (v)
fall*
fewer
flat*
get out of
go around
hers
his (pron)
hold
hole*
inside
its (pron)
knife
knowledge
like* (prep)
lots of*
mine
navy
ours
photograph*
photographer*
plant life
rather
rock*
Russian*
sailor*
seem
space*
spaceship*
steal
take a photograph
(the) other*
theirs
till
understand
wide*
windy
would like
yours

LESSON THREE

A. New Words

1. You see a toy train in this picture.
   How many wagons does the train have?
   Does the train run along road?



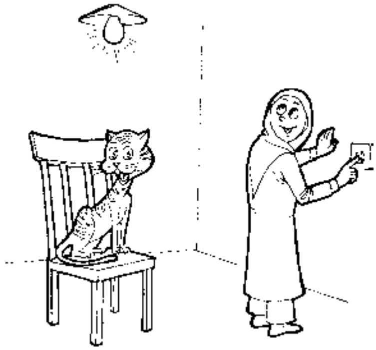
2. There are three children on the merry-go-round.
   What does the boy have in his hand?
   Do you like to be on a merry - go - round?



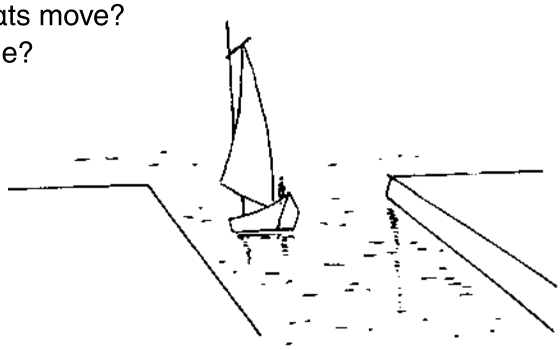
3. Jack hurt his thumb when he was playing with a hammer.
   How did Jack hurt his thumb?
   Why shouldn't children play with a hammer?



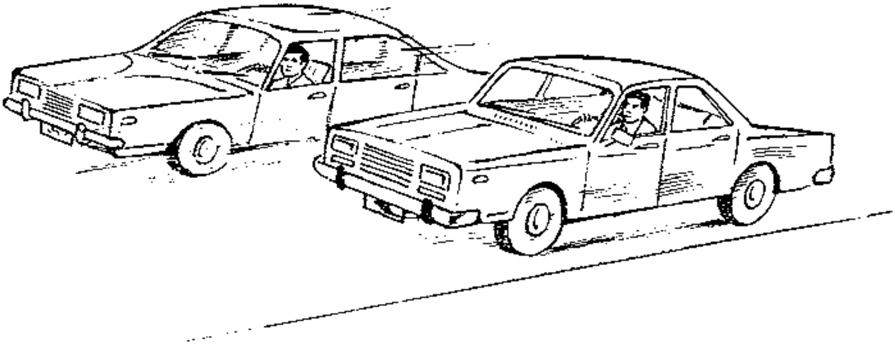
4. When she turned off the light, the eyes of the cat began to glow in the dark.
   What began to glow?
   Were they glowing before she turned off the light?



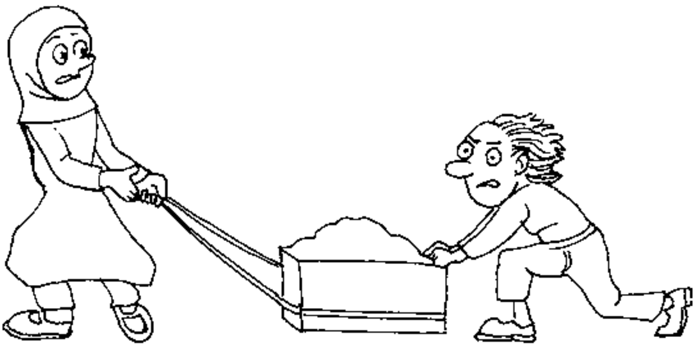
5. Small boats have sails. They sail on canals about a foot wide.
   Where do the small boats move?
   Are the canals very wide?



6. Cars can go very fast on highways.
How do cars go on highways?
Should we drive slowly on highways?



7. The boy is pushing the box. The girl is pulling it. They can't move it.
What is the boy doing?
What is the girl doing?
Can they move the box?



Practice Your New Words.

Write down the names of 6 things you see in a toy shop.

1. ----------
2. ----------
3. ----------
4. ----------
5. ----------
6. ----------

HOLLAND'S TOY TOWN

B. Reading



1 Maybe you've built toy planes or cars. Maybe you've seen toy farms. In Holland there's a toy city. The buildings are small in this city. But there are lots of them. You can walk through all the streets. But it might take three hours. That's how big it is.

2 The town is made of little models. There are shops and farms. There are schools and churches.

3 The toy people are very small. They're not much bigger than your thumb. The houses aren't very tall. They might come only to your waist. In a park there's a merry - go - round you could hold in your hand.

4 There's an airport at the toy town. Its planes are the size of a child's wagon. Small boats sail on canals about a foot wide. Cars speed over highways. Trains run along tiny tracks.

5 There's even a golden coach. It's about a foot long. Eight tiny horses pull it.

6 At night the city is lit up. There are thousands of tiny light bulbs. They make the city glow. This city was made for girls who love dollhouses and boys who play with toy trains. And for every man and woman who remembers being a child.

C. Comprehension

I. Answer these questions orally.

1. What is a toy town?
2. Is the toy town big or small?
3. How big are the houses in Holland's toy town?
4. How many buildings are there in the toy town?
5. What can we see in the park?
6. How big are the planes in this toy town?
7. Do the boats and trains move?
8. Is the city made only for children?

II. True or False?

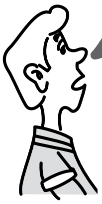
____ 1. The toy town in Holland is not small.
____ 2. People can walk in the toy town.
____ 3. You can walk through all the streets in the toy town in half an hour.
____ 4. There aren't any schools and churches in the toy town.
____ 5. Only the men and women who remember being a child can visit the town.

III. Complete the sentences. Use a, b, c or d.

1. In the toy town everything is ----------.
   a. of the usual size
   b. smaller than the usual size
   c. made of big models
   d. smaller than your thumb
2. You can find ---------- in the toy town.
   a. almost everything
   b. streets and shops
   c. canals
   d. trains and cars
3. You need ---------- to walk through the toy town.
   a. a whole day
   b. about three hours
   c. many hours
   d. a lot of time

4. The boats in the toy town ----------.
   a. can not take people about
   b. are more than a foot wide
   c. are not very big
   d. are the size of a child's wagon
5. According to the passage, the toy town is ----------.
   a. only for boys who love toys
   b. like a fairy land all the time
   c. fun for men and women too
   d. made for toy people

D. Speak Out



Presentation

Structure: Relative Pronouns

Speaking 1

Listen and repeat.

1. She has lost the ruler which she bought yesterday.
2. I am wearing the shoes which my mother gave to me.
3. I know a man who has ten children.
4. This city was made for girls who love dollhouses.
5. In a park, there is a merry - go - round which you could hold in your hand.

Speaking 2

Listen and repeat.

1. The mechanic who fixed the car was Ali's friend.
2. The birds which fly south come here in summer.
3. The girl who is speaking English comes from India.

4. The men who were invited came by bus.

Repeat the above sentences once more using "that" instead of 'who' and 'which'.

1. The students who (m) / that I teach are very clever.
2. The bicycle which / that he bought is a new one.
3. The man who (m) / that you saw going to work.
4. The boy who (m) / that you had invited arrived very late.

Repeat the above sentences once more. Omit who (m), which or that.

Speaking 3

Substitute the words in the pattern sentences. Make changes if necessary.

The man who telephoned you lives in this house.

1. has written the letter
2. is reading the newspaper
3. fixes cars
4. was talking to him
5. has bought it
6. drew the picture

The boy that I invited has blue eyes.

1. They / employed
2. we / found
3. I / have seen
4. I / am teaching
5. You / will meet
6. Mary / was dressing

The shirt that he bought is in his room.

1. watch / has found
2. magazine / likes
3. picture / was drawing
4. letter / has written
5. book / borrowed
6. coat / wears

The letters that were written yesterday are over there.

1. cars / were fixed
2. papers / were corrected
3. clothes / were washed
4. boys / were invited
5. men / were employed
6. children / were punished

Speaking 4

Answer these questions.

Example:

What is a car factory?
A factory that makes cars.

1. What is a bicycle factory?
2. What is a shoe store?
3. What is a history book?
4. What is a war story?
5. What is a stone bridge?
6. What is a paper plane?

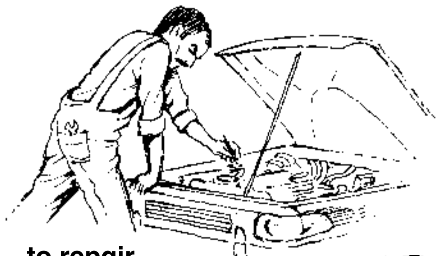
Speaking 5

Look at the pictures and answer the questions.

Example:

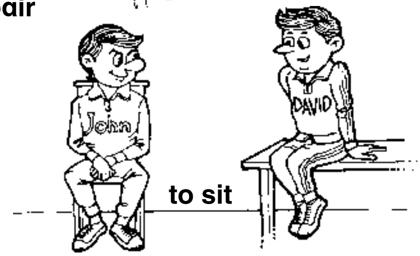
Which man is a mechanic?
The man who is repairing the car is a mechanic.





to repair

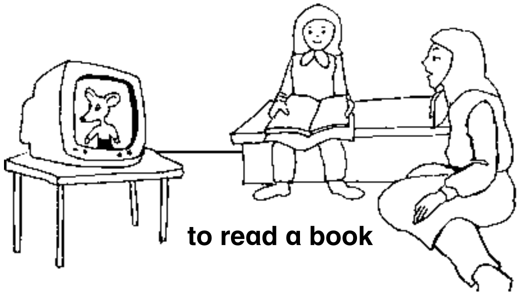
1. Which boy is John?



2. Which man is from Iran?

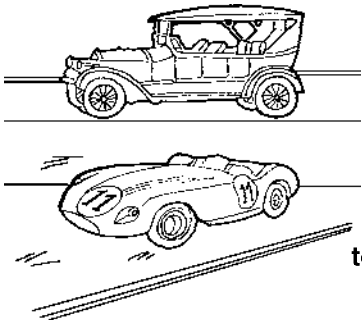


3. Which girl is a student?



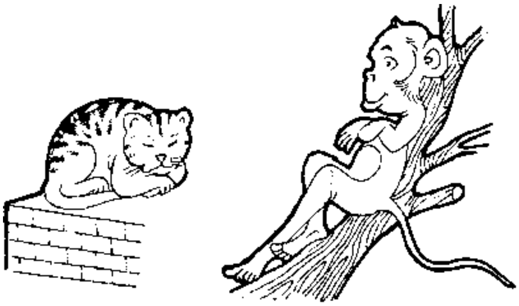
to read a book

4. Which car is new?



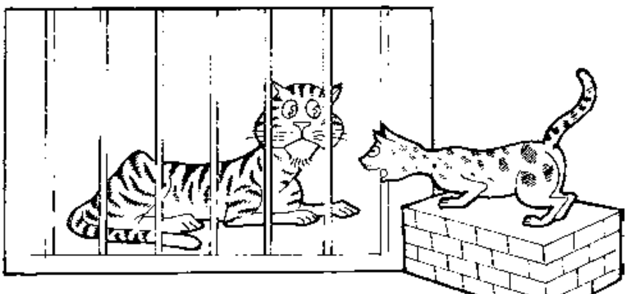
to go fast

5. Which animal is a cat?



to sleep

6. Which animal is wild?



be in the cage

E. Write It Down



Writing 1

Combine the following sentences. Use who (m), which or that.

Example: 1) This is an interesting book.
I read it last week.
This is the interesting book that I read last week.

2) This is a car.
It goes very fast.
This is the car that goes very fast.

1. This is a man.
   I met him yesterday.

2. That is a bicycle.
   We bought it last year.

3. These are pictures.
   He has taken them before.

4. That is a man.
   He works in the car factory.

5. That is a spaceship.
   It will go round the moon.

6. This is a car.
   She was driving it yesterday.

7. This is a film.
   I like it very much.

8. These are birds.
   They fly south in autumn.

Writing 2

Complete these sentences with your own words.

1. The boy who lives ----------.
2. The man that is sitting ----------.
3. The film that ----------.
4. The girl ----------.
5. The picture ----------.
6. This is ----------.
7. That is ----------.
8. These are ----------.

To the Teacher

Structure: Relative Clauses

The man teaches English. He came by bus.
subject
The man who came by bus teaches English.
The man teaches English. You saw him yesterday.
object
The man who (m) you saw yesterday teaches English.
The shirt is in his room. He bought it.
object
The shirt which he bought is in his room.
He bought the shirt. It is in his room.
subject
He bought the shirt which is in his room.

1. *Who*, *whom*, *which* and *that* are called relative pronouns. They are the subject or object of the relative clauses.
2. *Who* and *whom* are used for persons.
3. *Which* is used for things and animals.
4. Instead of *who*, *whom*, *which* we can use *that*.
   The man that you saw was going to work.

F. Language Functions

Asking about the Price of Things.

A: How much does a kilo of rice cost?
B: Oh, about ----------, I think.

A: And what about a bottle of milk?
B: I'm not sure.

Pair up and practice.

C: How much is the tea?
D: It's 200 tomans.
C: And what about the eggs?
D: They're 160 tomans.
C: And the onions?
D: They're 40.
C: How much is that altogether?
D: That'll be 400 tomans.

Now practice with a friend.

Ask about the price of things in our country.
Follow the model:

Model: A: How much does a kilo of rice cost?
B: Oh, about ----------, I think.
A: And what about a bottle of milk?
B: Oh, milk costs about ---------- a bottle. I'm not sure.

Use the following phrases in your questions:

1. a packet of biscuits/ chocolate
2. a box of matches/ eggs
3. a bottle of milk / soft drink
4. a jar of jam/ coffee
5. a bar of soap/ gold
6. a bag of rice/ sugar
7. a loaf of bread

G. Pronunciation Practice

vowels /ɑʊ/, /əʊ/, /u:/ **and** /ju:/

1. Repeat these words after your teacher.

	examples
1. /ɑʊ/	house, now
2. /əʊ/	hope, coat, no
3. /u:/	soon, too, do
4. /u:/ or /ju:/	new, knew, student

2. Now try to read the following groups of words:
   1. new, no, now
   2. whose, hose, house
   3. rude, road, round
   4. two, toe, town

3. Now repeat these sentences after your teacher.
   1. Who drove you downtown?
   2. I doubt that you know the rules.
   3. Do you know how to get to school?
   4. “Food” and “fool” are nouns.

H. Vocabulary Review

Look at the picture and fill in the blanks. Use these words:
up, in, behind, into, out of, near, in front of, under



1. The boy is ---------- the car.
2. The girl is ---------- the car.
3. The bicycle is ---------- the car.
4. The dog is going ---------- the car.
5. The white cat is running ---------- the car.
6. There is a black cat ---------- the car.
7. There is a tree ---------- the car.
8. A monkey is going ---------- the tree.

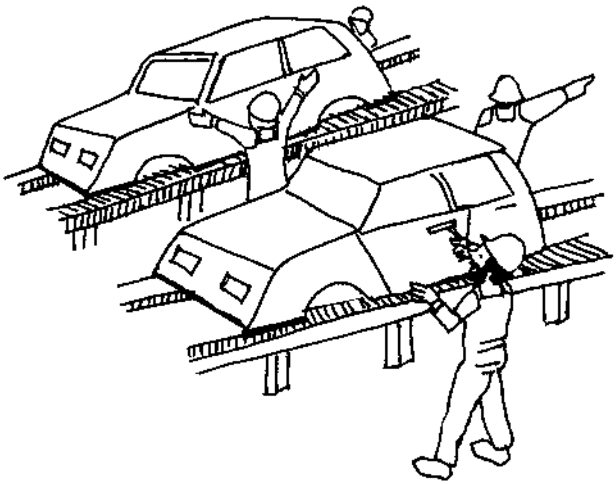
I. Vocabulary

a foot wide*
airport
along*
altogether
bar
biscuit
bottle
bridge
canal*
child's wagon*
chocolate
church*
coach*
cost
dollhouse*
employ
even
factory
fairyland
glow*
golden*
hammer*
highway*
history
Holland*
hurt
jam
jar
light bulb*
light up*
loaf
low
magazine
match
merry - go - round*
model*
offer (n)
packet
price
pull*
punish
repair
run along*
sail* (v , n)
soap
soft drink
soup
speed (v)
stone
through*
thumb*
tiny*
toy*
track*
waist
walk (through)
war
whole

LESSON FOUR

A. New Words

1. My father works in a car factory. There are many machines in the factory.
   What do they make in the factory?
   Do they use machines to make cars?



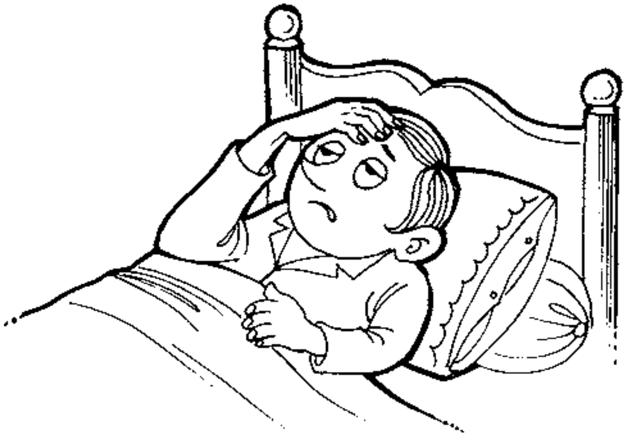
2. My uncle is a miner. He works in a mine under the ground.
   He doesn't earn much money.
   Where does my uncle work?
   Is he a rich man?



3. Young children should not work in coal mines.
It's against the law. They shouldn't work at all.
Should very young children work in car factories?
Why shouldn't children work in mines?

4. There was a terrible car accident near our school yesterday.
Ten people were hurt.
What happened near our school yesterday?
How many people were hurt?

5. Mother, I don't feel well today! Touch my head and you will feel how hot it is.
Why did he ask his mother to touch his head?



6. After seeing "Oliver Twist"[1] on TV, my sister cried; although she knew Oliver was not a real boy .
Was Oliver a real boy?
How did my sister feel after seeing "Oliver Twist" on TV?

Practice Your New Words.

Fill in the blanks with the new words from this lesson.

1. He ---------- a lot of money by writing stories.
2. Many years ago children worked as ----------.
3. I feel sorry for the poor children who work in ----------.
4. It's against the ---------- to make children work.
5. He was taken to a hospital after the --------accident.

---

1 Oliver Twist / ˈalivər twist /

CHARLES DICKENS AND THE LITTLE CHILDREN

B. Reading



1 Many years ago children from poor families had to work long hours. They had to work very hard. They worked in coal mines and in factories. They didn't earn much money. Their bosses were cruel to them. It was a terrible life for little children. Many of them became ill and died. Some of these children were only seven years old!

2 Charles Dickens wrote books in those days. He felt sorry for the poor little children in England, where he lived. So he wrote a story. It was about a little boy who had to work from morning to night. The boy's name was Oliver Twist. Poor Oliver! All he got to eat every day was three bowls of watery soup. And he had to work so hard!

3 People cried when they read this book. It was a sad story. They knew Oliver wasn't a real little boy. But they also knew there were real boys and girls just like Oliver. They made laws so that children wouldn't have to work so hard. They made laws saying that very young children should not work at all.

4 Nowadays it's against the law to make children work in mines and factories. Charles Dickens helped a lot. His book showed people what a terrible thing was going on.

5 Charles Dickens had a good reason to help those children. He had to go out and work when he was a boy. And he was only ten years old. He never forgot those terrible days. He wrote his book so that other children could have a better life.

C.Comprehension

I. Answer these questions orally.

1. What did poor children have to do?
2. Why did many of them become ill?
3. Was Dickens from a poor family?
4. Why did Dickens write a story about a little boy?
5. Was Oliver Twist a real boy?
6. Did the book help the poor children?

II. True or False?

____1. Charles Dickens wrote books when he was a poor boy.
____2. Dickens wrote his books because he couldn't forget the poor children.
____3. People helped poor children after they read Dickens' book.
____4. Many people learned from the story that the poor children worked very hard.
____ 5. They didn't give the children good food to eat.
____ 6. Most people didn't know that the children had a terrible life.

III. Complete the sentences. Use a, b, c or d.

1. This passage ----------.
   a. is about poor children in England
   b. tells us something about Charles Dickens
   c. shows that many children had a hard life in England
   d. all of the above
2. According to the passage Oliver Twist ----------.
   a. worked in England when he was a boy
   b. was not a real boy
   c. came from a rich family
   d. felt sorry for other children
3. Charles Dickens wrote the book in England because ----------.
   a. he had several children, too
   b. he also had a hard life when he was very young
   c. people had asked him to write it
   d. he wanted to earn much money
4. Charles Dickens knew ----------.
   a. that Oliver's life was very hard
   b. a lot about Oliver's family
   c. that many young children in England had a hard life
   d. that the little boys enjoyed working very hard

5. People who read “Oliver Twist ” ---------.
   a. went to help him
   b. gave him food and money
   c. felt that Oliver was not an English boy
   d. tried to change the life of the poor children



Review of Previous Patterns:

I should study tonight. He can ride the bicycle. You may leave the classroom. They must do their homework now.	They know (that) winter is coming. I think (that) she knows the old man. They believe (that) birds fly south in autumn. I guess (that) she has lost her way.

Presentation 1

Structure: Verb + to + Verb

I want to go home.

Speaking 1

Listen and repeat.

I want to go home now.
They like to watch the cartoons on Friday.
She decided to buy a blue dress.
I’m trying to learn French, too.
He has promised to answer the letter soon.
I hope to see them next month.
I wish to become a writer.
We try to complete the house in a few weeks.

Speaking 2

Substitute the words in the pattern sentences.

I like to learn English perfectly.

1. want	2. wish	3. was planning
4. am trying	5. have decided	6. will try

She wants to go home.

1. stay here	2. see her friends	3. leave here today
4. answer the question	5. go there by train	6. wash the dishes

What do you want to eat?

1. What / to do	2. Where / to go	3. When / to sleep
4. Why / to leave	5. What / to buy	6. How / to come

Speaking 3

Give short and complete answers to these questions. Use the words in parentheses.

Follow the model.

Model: Are you trying to learn English? (Yes)

a) Yes, I am.

b) Yes, I'm trying to learn English.

1. Is she planning to visit our country this year? (No)
2. Has he decided to sell the old house? (Yes)
3. Did she want to see me here? (No)
4. Do you like to stay with us? (Yes)
5. Will they try to finish it before they arrive? (No)

Presentation 2

Structure: Using Nouns as Modifiers

I have bought the train tickets.
There is a bus station over there.

Speaking 4

Listen and repeat.

That is a car factory.
He was a bus driver.

Those are war stories.
These are chemistry books.

I saw the iron plates.
She has a gold watch.

He read the morning newspapers.
We go to a night class.

I see the mountain plants.
She likes the garden flowers.

I don't see the door handle.
He is on the house roof.

Speaking 5

What do we call ----------?

a student who studies history = a history student
a factory which makes bicycles = a bicycle factory
a store which sells shoes =
a driver who drives a car =

a book which is about history =
a story which is about life =
a story which is about war =
a book which is about grammar =

a bridge which is made of stone =
milk which has chocolate in it =
dishes which are made of iron =
a plane which is made of paper =

flowers that grow in spring =
winds that blow in winter =
workers who work at night =
newspapers that are published in the evening =

plants that grow in mountains =

flowers that grow in gardens =
desks that are used in offices =
fish that live in rivers =

The windows of a car =
The legs of a table =
The doors of a house =
The hands of a clock =

Speaking 6

Look at the pictures and complete the sentences.

Example:

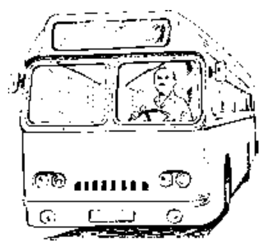
This is a history book.

1. That is a -------------------------.

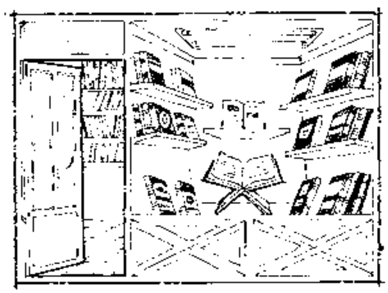




2. He is ----------------------------.



3. It is ------------------------------.

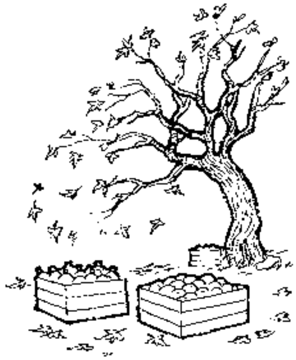


4. They are -----------------------.

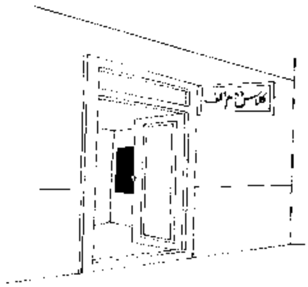




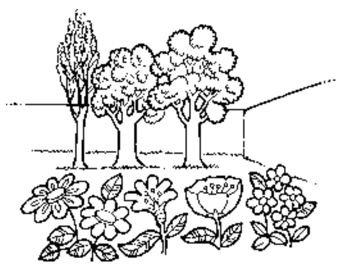
5. It --------------------------------.



6. Those --------------------------.



7. That ----------------------------.



8. Those --------------------------.

E. Write It Down



Writing 1

Answer these questions. Follow the model.

Model: Have you decided to repair the house? (sell it)
No, I have decided to sell it.
----

1. Do you want to speak to John? (call David)
2. Are you planning to visit France? (go to Japan)
3. Did he promise to send them a telegram soon? (write them a letter)
4. Do you prefer to go to the cinema on Friday? (stay at home)
5. Do you want to go with us? (go alone)
6. Did she decide to do her homework? (watch TV)

Writing 2

Put these words in the correct order.

1. see, the president, want, to, I.
2. here, stay, she, to, likes.
3. me, call, he, on Monday, has promised, to.
4. finish, hope, I, to, before Friday, my work.
5. to, you, to Mashhad, do, go, want?
6. do, she, is, to, what, trying?
7. when, Ali's father, learn English, to, began, he, was 50.
8. was trying, on the table, it, the old man, to, put.

Writing 3

Combine these sentences.

Example:

I see a table. It is made of stone.
I see a stone table.
----

1. There is a book on the desk. It is about physics.
   --.
2. The workers are going home. They work at night.
   --.
3. I like those flowers very much. They grow in the garden.
   --.
4. She didn't sit on the chair. It was made of metal.
   --.
5. I haven't seen the teacher. She teaches chemistry.
   --.
6. One of the legs broke. It was the leg of a chair.
   --.

To the Teacher

Structure 1: Verb + to + Verb

I want to go to school.
They like to watch TV now.
I hope to see you tomorrow.

1. When verbs like *want* are followed by another verb the second verb must be preceded by *to*.
2. Some other verbs that can be used in the first verb position are: *begin, decide, plan, prefer, promise, try, wish*

Structure 2: Nouns as modifiers

He is a bus driver.
I like garden flowers.
They go to a night class.

1. When two nouns are used together, the first one is a modifier and functions like an adjective and nearly always in the singular.
2. It can say what the second is made of or from:

a stone bridge

or where it is:	a garden flower
or when it happens:	a night class
or what it is for:	a car factory

F. Language Functions

Bargaining

1. Listen to your teacher and repeat after him.
   A: How much is that toy car?
   B: 400 tomans.

A: That's too expensive. | How about 300 tomans?
I'll offer you 300 tomans.
Will you take 300 tomans?

B: I'll (I can) let you have it for 350 tomans.
or

That's too low. How about 350 tomans?
My lowest (last) price is 350 tomans.

Now work with a friend.

You want to buy something. Your friend names a price.
You think it is too high.

Model: A: How much are these glasses?
B: 550 tomans.
A: Oh, that's rather expensive. How about 250?
B: I can let you have them for 400 tomans.

G. Pronunciation Practice

Vowels /ʊ/, /u:/

You will hear some pairs of words which have different vowel sounds; The first word has the /ʊ/ sound, as in "put" and "good"; the second word has the /u:/ sound, as in "too" and "do".

Repeat after your teacher.

(should - shoe)	(full - fool)	(foot - food)
(stood - mood)	(pull - pool)	(book - boot)
(put - tooth)	(would - wound)	

I. Circle the words with the /ʊ/ sound.

put loose book rule who would too pull do wool look stood fool push choose could

II. Repeat these sentences with /ʊ/ and /u:/ sounds.

1. Would good food put you in a good mood?
2. Susan should move to a good house.

III. Repeat these sentences with /aʊ/ sound.

1. Around and about are not nouns.
2. I doubt that he is downtown.
3. How large is the ground floor of that round house?

IV. Repeat these sentences with /əʊ/ sound.

1. Rose and Joe don't know him.
2. Oh, did Joe go home?
3. Both those cars are very old.

H. Vocabulary Review

Which of these adjectives can be used with the nouns given? Some of the adjectives may go with more than one noun.
tall - round - old - sad - poor - watery - Russian - hard

1. ---------- families
2. ---------- work
3. ---------- soup
4. ---------- stories
5. --------- men
6. --------- boxes
7. --------- mountains
8. --------- spaceship

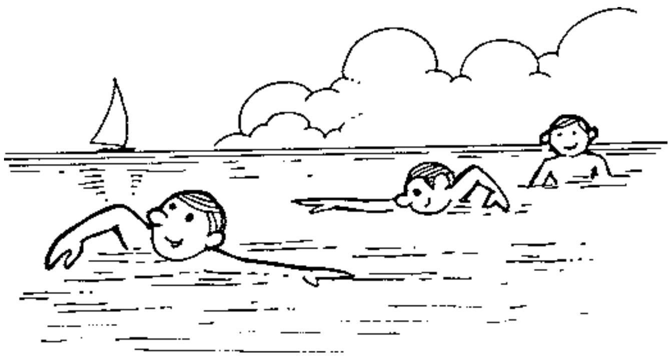
I. Vocabulary

against*
although
blow
boss*
bowl*
chemistry
coal*
complete (v)
countryman
cruel*
cry*
earn*
feel
feel sorry for (sb)
France
gold
grammar
hand (clock)
handle
head
How about...?
ill*
iron (n)
law*
machine*
metal
mine* (n)
miner*
offer (v)
perfectly
prefer
president
promise
real*
reason*
sad*
stay with
telegram
terrible*
touch
watery*
wind

LESSON FIVE

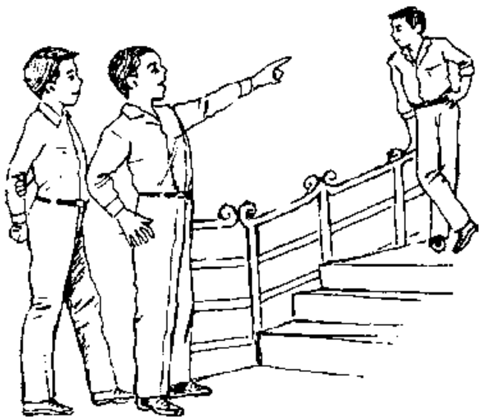
A. New Words

1. Last week Ali and his friends went on a trip to the seaside.
   What did they do last week?

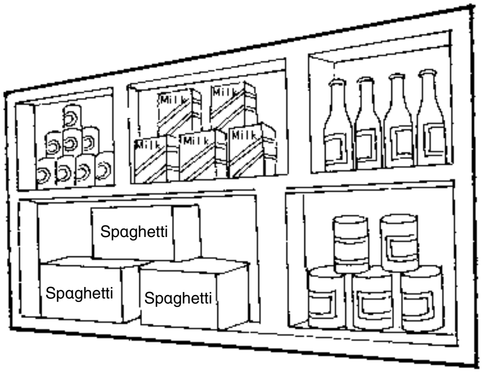


2. Mina is two years old. She is very lovely, isn't she?
   How old is Mina?
   Is she a lovely girl?

3. Ali looks like his brother. You can see Ali's friend in the picture, too.
   Which boy is Ali's brother? Why?



4. You can see rows of cans, boxes and bottles in the shop.
What do you see in the picture?



5. Mr Taban is in a big city.
He can't find his friend's apartment.
He is completely mixed up.
What is Mr Taban doing?
Why is he mixed up?



Practice Your New Words.

Some nouns may be used as adjectives, e.g. "milk bottle". Use these nouns as adjectives in the proper blanks.
toy , onion, banana, pocket, sugar

1. --------- pot
2.--------- watch
3. --------- soup
4. --------- planes
5. --------- slices

THE LITTLE OLD MAN WHO COULD NOT READ

B. Reading



1 Once there was a little old man who couldn't read. He just never wanted to learn. His wife bought all the food. The little old man stayed at home and made lovely toys out of wood.

2 Children loved his toys, and they wrote to tell him so.
But the old man couldn't read their letters.

3 One day his wife had to go on a trip.

4 "You'll have to go to the store and buy your food tonight. " She said.
Then she said goodbye to him and left.

5 The old man went to the store. There were rows and rows of cans, and there were rows and rows of boxes without pictures. What were they? The old man didn't know, and he didn't like to ask.

6 He bought what looked like a can of soup and a box of spaghetti[1]. He bought what looked like a sugar box, chicken soup and a carton of milk.

7 The old man went home and said, "I'm hungry. I'll have some soup."

8 He opened a small can. Onion soup!

9 "Terrible!" he said. "I hate onion soup." And he put it aside.
He opened a long box that looked like a spaghetti box.
But the box had a kind of paper in it.

---

1 Spaghetti / sp ə'geti /

10 "Bad luck!" said the old man. "I guess I'll go to bed."

11 By the next morning he was very hungry. He jumped out of bed and opened a round box. It was full of something white. The old man tasted it.

12 "Oh, I thought it was chicken soup!"

13 Then he opened a blue box, and it was also full of something white. He tasted that too.

14 "Soap", he said sadly. "Who wants to eat soap? "When he went to get a drink of milk, he found that he had bought cream.
He didn't like cream, but he was hungry, so he ate it.

15 That night when his wife came back, he told her how he got all mixed up with the cans and cartons and boxes.

16 "Please teach me how to read" he said.

17 So she did. Now when he made his lovely toys out of wood, he could read the letters the children sent to him.

18 And he never went hungry again.

C. Comprehension

I. Answer these questions orally.

1. What did the old man do at home?
2. Had the man ever tried to buy things before his wife went on a trip?
3. Why did children write letters to him?
4. Why did the man have to go to the store that night?
5. Did he go to the store to buy food or something else?
6. Why didn't other people in the store help him?
7. Did he jump out of bed to make toys?
8. Do we get into trouble if we don't know how to read? (Give an example.)

II. True or False?

____ 1. The old man was so lazy that he didn't want to learn anything.
____ 2. His wife didn't let him go out to buy things.
____ 3. He didn't like soup at all.
____ 4. He was very hungry by the next morning because he hadn't had dinner.
____ 5. His wife's trip helped him learn how to read.
____ 6. He changed his job after he could read.

III. Complete the sentences. Use a, b, c or d.

1. The little man could not read because ---------.
    a. he was very old
    b. he never left home
    c. it was a difficult thing
    d. he didn't want to
2. The old man ---------.
    a. wrote letters to children
    b. got letters from people in his town
    c. could not read any of the letters
    d. wanted to go on a trip
3. He ---------.
    a. did his shopping with no problem
    b. could buy what he needed
    c. was hungry when he got home
    d. went home very angrily
4. He wanted to ---------.
    a. buy some food
    b. have spaghetti for lunch
    c. cook some onion soup
    d. have some soup
5. The man could finally ---------.
    a. learn how to read
    b. make lovely toys
    c. eat a lot in the morning
    d. write letters to children

D. Speak Out



Presentation 1

Structure: The Article "the"

Speaking 1

Listen and repeat.

1. Close the door, please.
   Open the window, please.
   Clean the blackboard, please.
   Turn on the light, please.
   Look at the picture, please.
   Put your notebooks on the table, please.

2. When do you watch TV, Zohreh?
   I usually watch TV in the evening.
   Did you watch the children's program yesterday?
   Yes, I enjoyed the cartoons very much.
   Did you listen to the news, too?
   Yes, I watched the news program.

3. I see a car in the street. The car is parked in front of a building. The building isn't very far from here. There is a woman in the car. A police officer is talking to the woman. Now a man is coming out of the building. He is talking to his daughter. The man sees the police officer and goes toward him. The policeman says something to the man and goes away. He is very polite.

More expressions with and without "the"

"The" used:	in the morning, in the afternoon, in the evening, the earth, the sun, the sky
"The" not used:	on Friday, Monday, --------- in October, March, --------- in 1955, 1988, --------- in Tehran, London, --------- in Iran, England, ---------

We don't use "the" before names of people and before my, your, his, etc.

Speaking 2

Substitute the words and make new sentences. Use "the" where necessary.

They arrived in Tehran in the morning.

1. London
2. New York
3. England
4. Germany
5. evening
6. afternoon
7. morning
8. September
9. Bahman
10. 1985

Speaking 3

Answer these questions.

Example: Ali bought a pen and a newspaper.
What did he read?
He read the newspaper.

1. He bought a sandwich and a notebook.
   What did he eat?
2. David bought a coat and a radio.
   What did he wear?
3. Mr Taban bought a car and a bicycle.
   What did he drive?
4. Albert and Jim are going to their countries.
   Albert is English and Jim is American.
   Where is Jim going?
5. Amir eats breakfast and then goes to school.
   Bahman eats lunch and then goes to school.
   When does Amir go to school?
6. Hamid was born in the first month of spring.
   His sister was born in the first month of winter.
   When was Hamid's sister born?

Presentation 2

Structure: Subject Questions with *Who* and *What*

Speaking 4

Listen and repeat.

Statements	Questions
1. The fire destroyed the whole building.	What destroyed the whole building?
2. The teacher will explain the lesson to us.	Who will explain the lesson to us?
3. A lot of tea grows in Iran.	What grows in Iran?
4. Your friend bought the dictionary last year.	Who bought the dictionary last year?
5. The bus goes to the airport.	What goes to the airport?
6. The doctor is helping the sick people.	Who is helping the sick people?
7. This book cost 50 tomans last year.	What cost 50 tomans last year?
8. The students can visit the museum in the morning.	Who can visit the museum in the morning?

Speaking 5

Substitute the words and make new sentences. Make changes if necessary.

Who opened the window yesterday?

1. closed
2. was playing football
3. now
4. is going to the library
5. tomorrow
6. will go to the park
7. goes to the park
8. should go to school

Speaking 6

Make questions with *who.*

Example:

Reza always sits on that chair.
Who always sits on that chair?

1. The teacher always speaks English.
2. Hamid helped the teacher.
3. Javad could see his friend.
4. The doctor will help the sick people.
5. The girl is answering the telephone.

Speaking 7

Make questions using *who*, *what*, *where*, etc. Use auxiliary verbs where necessary.

Example:

Situation: The students visited the factory yesterday.

1. *Who* visited the factory yesterday? (the students)
---.
2. *What* did the students visit? (the factory)
---.
3. *When* did the students visit the factory? (yesterday)
---.

Situation 1. Mr Tehrani can help the students today.
---? (Mr Tehrani)
---? (today)

Situation 2. A lot of tea grows in Iran.
---? (a lot of tea)
---? (a lot of)
---? (in Iran)

Situation 3. The teacher explained the lesson to us this morning.
---? (the teacher)
---? (the lesson)
---? (this morning)

Situation 4. Reza will buy a bicycle next year.
---? (Reza)
---? (a bicycle)
---? (next year)

Situation 5. My friend's father was living in Tehran ten years ago.
---? (my friend's father)
---? (in Tehran)
---? (ten years ago)

E. Write It Down



Writing 1

Supply “the” where necessary.

1. My mother is making tea in --------------- kitchen.
2. I usually get up early in --------------- morning.
3. The tourists arrived in --------------- Isfahan at 7.
4. I’m cold. Please close --------------- window.
5. She never comes here on --------------- Wednesdays.
6. I didn’t listen to --------------- news last night.
7. They haven’t seen each other since --------------- February.
8. We get heat from --------------- sun.
9. Write this sentence on --------------- blackboard, Ali.
10. I have come here to see --------------- Jack and his family.

Writing 2

Ask five questions with *who.*

Example:

Who cleaned the blackboard yesterday?

1. Who --- ?
2. Who --- ?
3. Who --- ?
4. Who --- ?
5. Who --- ?

Writing 3

Ask five questions with *What*.

Example:

What destroyed the whole building?

1. What -- ?
2. What -- ?
3. What -- ?
4. What -- ?
5. What -- ?

To the Teacher

Structure 1: The Article '*The*'

Clean the blackboard, please.
Look at the map, please.
Open the door, please.

1. In the above sentences '*the*' is used to indicate that the underlined nouns are identifiable; that is, the hearer knows which particular objects the speaker is talking about.
2. *The* is used to talk about people and things that have already been mentioned.
   She has two children, a boy and a girl. The boy is fourteen and the girl is eight.
3. '*The*' is used with parts of the day.
   In the morning / evening / etc.
4. '*The*' is not used with other determiners. (for example my, this, some).
   This is my uncle.
5. '*The*' is not usually used with proper names.
   They arrived in London.

Structure 2: Wh - Words 'Who' and 'What'

Statement 1.

The teacher helps the students.
Does the teacher help the students?
Who helps the students?

Statement 2.

The bus goes to the airport.
Does the bus go to the airport?
What goes to the airport?

Comments:

1. In the first pattern the wh - word, *who*, is the subject of the following verb.
2. In the second pattern the wh - word, *what*, is the subject of the following verb.
3. In these patterns the auxiliary verb *do*, *does*, and *did* are not used after the question word.

F. Language Functions

Talking about a Place (I)

1.

A: What's		like? B: It's		
	Tabriz		an interesting	place.
	Tehran		quite a nice	place.
	Kerman		not a very interesting	place.
	London		a clean	city.
	Tokyo		a crowded	city.
			a busy	city.
			a dirty	city.
			a nice	city.

2.

A: How big is		B:
	Zabol?	It's not very big.
	Tabriz?	It's very big.
	Tehran?	It's quite small.
	Tokyo?	It's got a large population.

3.

A: What's the capital of		B:
	India?	Delhi[1], I think.
	Iran?	I'm not sure.
	England?	
	France?	

Now practice with a friend.

Ask about the cities.
A: What's ---------- like?
B: It's ---------- place. It's ----------- city.
A: Is it a big city?
B: -------------.

1. Tehran	1. great, not very beautiful, quite big
2. Yazd	2. lovely, very clean, not very big
3. Kerman	3. interesting, very old, not very big
4. London	4. interesting, very busy, quite big

---

[1] Delhi / ˈdelɪː/

G. Pronunciation Practice

Practice the following words. In each section they all have the same vowel sound.

1.

/eə/	/eə/	/eə/
air	their	fare
hair	there	fair
care	where	tear (v)
stair	wear	chair

2.

/ɔː/	/ɔː/	/ɔː/
four	floor	for
pour	store	wore
more	oar	shore
door	or	sore

H. Vocabulary Review

Fill in the blanks with proper words.

1. I don't like onion soup ------- -------.
2. He bought what ----- ----- a sugar box.
3. Is smoking against the -------?
4. I missed the bus. That is the ----- why I am late.
5. The toy gun was just like a ----- gun.
6. Each time you do the puzzle right, I'll give you a -------.

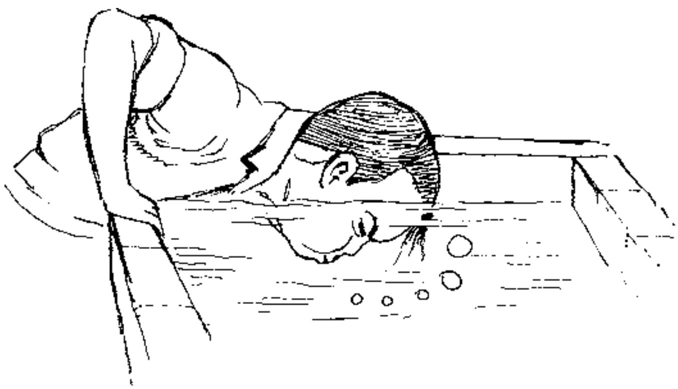
I. Vocabulary

angrily
apartment
aside*
Bad luck!*
full of (sth)
can* (n)
capital
carton*
chicken*
come back
completely
cream*
crowded
Delhi
get into trouble
get mixed up
go hungry*
go on a trip
hate*
have to
jump*
lazy
light
lovely*
March
million
miss
mixed up*
museum
October
officer
once
park (v)
polite
population
pot
put (sth) aside
round* (adj)
row*
sadly*
say goodbye*
seaside*
September
shopping
sit
spaghetti*
sugar
taste* (v)
tourist
toward
toy gun
without
wood

LESSON SIX

A. New Words

1. The boy is holding his breath. He can do it for about one minute.
   What is the boy doing?
   How long can he hold his breath?

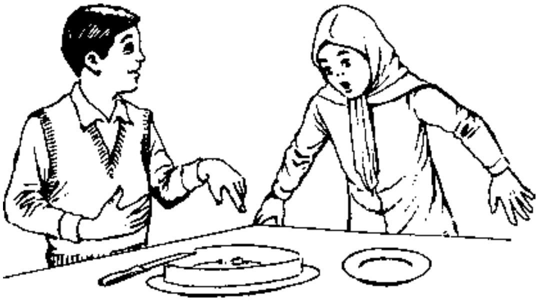


2. We breathe through our nose. We breathe all the time.
   Should we breathe through our mouth?
   Can we stop breathing for a long time?

3. The horse is running very fast. Something has scared him.
   Why is the horse running fast?
   What has scared him?



4. Tom ate the whole cake. He didn't leave any for his sister.
Did Tom eat all the cake?
Did he leave anything for his sister?



5. Most of the time hiccups last only for a short time.
Do hiccups usually last long?
Do they usually stop after a short time?

Practice Your New Words.

Fill in the blanks with new words from this lesson.

1. The doctor told me to take a deep..... and say "AH".
2. He was..... hard when he stopped running.
3. I'm sure the loud noise will..... the baby.
4. How many days will their visit.....?
5. I was very thirsty so I drank a..... glass of water.

HIC, HIC, HIC!

B. Reading

1 You never know when they'll start. You're reading. Or maybe you're playing. You're minding your own business. All of a sudden you go hic! A few seconds pass. You go hic again.

2 "Oh - oh! It's the hiccups. I hope they go away soon!"

3 The hiccups aren't an illness. They're just something that happens. One of the muscles that help you breathe starts jerking for no good reason. And that's when you hic. No, the hiccups are not an illness. But they're as unwelcome as a bad cold. They're a big bother.

4 At first they may seem funny. You may be sitting in class. You keep going hic, hic, hic. Your friends may start to giggle. Hic, hic, hic! What if it doesn't stop? Then it's not so funny. If they go on too long, hiccups can make you feel bad. They can make you feel as bad as any illness. They can hurt!

5 Most people think they know how to stop hiccups. Just ask them. They'll tell you to hold your breath. Or they may tell you to breathe into a paper bag for a few minutes. Or drink a whole glass of water while you hold your breath. Or get someone to scare you by making a loud noise. Some of these cures seem to work. You can try them. One of them might help you.

6 Doctors can't do much for the hiccups. There are a few medicines that help to stop the hiccups sometimes. But most doctors just tell you to wait. Wait till the hiccups go away. And that's good advice, since most of the time they last only a short while.

7 But Jack O'Leary[1] wasn't so lucky. He hiccupped about 160 million hics before his hiccups went away. Mr. O'Leary holds the world's record for hiccupping. He hiccupped for eight years, from 1948 to 1956.

8 What finally cured him? I don't know. Maybe he scared himself with an extra loud HIC!

---

1 O'Leary /əliə́ri/

C. Comprehension

I. Answer these questions orally.

1. How do hiccups start?
2. How long do hiccups usually last?
3. When can hiccups hurt?
4. Why wasn't Jack a lucky man?
5. Can we stop our hiccups if we hold our breath?
6. Have you ever hiccupped for a long time?

II. True or False?

____ 1. We cannot stop hiccups because we don't know when they start.
____ 2. Hiccups start suddenly because we never think about them.
____ 3. Hiccups can be a big bother like a bad cold.
____ 4. If hiccups go on for a long time, they can hurt.
____ 5. We don't pay attention to hiccups because they usually go away soon.
____ 6. Doctors cannot help you very much but most people can.

III. Complete these sentences. Use a, b, c or d.

1. Hiccups ----------.
   a. show some kind of disease
   b. hurt the muscles
   c. happen for no good reason
   d. are good for some people

2. Hiccups are ----------.
   a. very funny
   b. like a cold
   c. not liked at all
   d. never cured by doctors

3. Most people think that ----------.
   a. they can help you stop your hiccups
   b. they should scare you before you stop hiccupping
   c. you can make a loud noise when you hiccup
   d. you cannot work while you are hiccupping

4. We learn from the passage that ----------.
   a. doctors know how to stop hiccups
   b. water is good for stopping hiccups
   c. some medicines may stop hiccups
   d. hiccups cannot last for a long time

5. The story tells us that Jack ----------.
   a. could cure himself easily
   b. hiccupped for eight years
   c. scared himself
   d. had a good record

D. Speak Out



Presentation 1

Structure: If Clause

If they go on too long, hiccups will probably make you feel bad.

Speaking 1

Listen and repeat.

1. If you work hard, you'll succeed.
2. If I get a good job, I'll stay here.
3. If you study hard, you'll easily pass all your tests.
4. If the sun comes out, we'll go swimming.
5. We will stay home if it isn't fine.
6. I'll be alone if you don't come here.
7. You won't learn English if you don't practice.
8. If you aren't in a hurry, you can wait for the bus.

9. I can't solve these maths problems if you don't help me.
10. If you don't go now, you may miss the train.
11. If you want to do it correctly, you must obey my orders.
12. If they don't leave the room, I'll have to call the police.
13. Will you stay at home if it rains tomorrow?
14. Will they come here if we invite them?

Speaking 2

Substitute the words in the pattern sentences. Make changes if necessary.

> If I finish my homework before 5, I'll go to the cinema.

1. we
2. he
3. my brother
4. Mehdi
5. his friends

> I'll watch TV if I finish my homework soon.

1. help my brother
2. wash the dishes
3. go to see Ali
4. read the story book
5. answer the letter

> Will you buy this motorcycle if they fix it?

1. I get there in time / I take a taxi
2. the doctor come / I telephone him
3. you buy me a bicycle / I pass all my exams
4. you eat the apples / they are not clean
5. we go on a picnic / it is not rainy
6. they wait for us / we get there late

Speaking 3

Answer the following questions.

I. 1. Will you be successful in your life if you don't work hard?
2. Will you be late for school if you leave your home at 7?
3. Will I have an accident if I don't drive carefully?
4. Can you buy a bicycle if you have 2000 tomans?

5. Should you help your mother if she is busy and needs your help?

II.1. What will you do if you find some money?
2. What will your parents do if you get good marks?
3. What will you do if you are cold?
4. What will you do if you have 500 tomans?
5. What will your teacher do if you are weak in English?

Presentation 2

Structure:

Self Pronouns:

myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

Speaking 4

Listen and repeat.

I hurt myself.

You hurt yourself.
She cut herself.
He cut himself.
We burnt ourselves.
They burnt themselves.

I'll buy a shirt for myself.

I'll buy myself a shirt.
They have built a house for themselves.
They have built themselves a house.
My sister had ordered a sandwich for herself.
My sister had ordered herself a sandwich.

I myself wrote the letter.

I wrote the letter myself.

He himself has fixed the car.
He has fixed the car himself.
You yourself must clean the room.
You must clean the room yourself.

Speaking 5

Substitute the words in the pattern sentences. Make necessary changes.

Parvin made some tea for herself.

1. Your sister
2. My father
3. I
4. They
5. We
6. The girls

I'll buy myself a dictionary.

1. He
2. She
3. We
4. They
5. The students
6. Her brother
7. My sister

I myself will clean the car.

1. He / has fixed
2. She / must drive
3. We / had washed
4. They / found
5. Jack / has parked
6. Betty / can clean
7. You / should drive

Speaking 6

Repeat the sentenes. Follow the model.

Model:

She made a cake for herself. She made herself a cake.

1. George has bought a notebook for himself.
2. I couldn't find a chair for myself.
3. Haven't you found a job for yourself yet?
4. Jane hadn't ordered a cake for herself.
5. I wanted to cut a slice of cake for myself.

Speaking 7

Answer these questions using myself, yourself, ...

Example:

Who has made the dress for her? Nobody, she has made it herself.

1. Who has repaired the bicycle for him?
   Nobody, ______________________.
2. Who wants to make him a cake?
   Nobody, ______________________.
3. Who has found him the new job?
   Nobody, ______________________.
4. Has she bought him the coat?
   No, ______________________.
5. Are you making a dress for your sister?
   No, ______________________.

E. Write It Down



Writing 1

Complete these sentences. Use the words given in parentheses. Add words of your own when necessary.

1. If you don't wash fruits before eating them, you ----------. (get sick)
2. I will turn down the radio if you ----------. (want)
3. If the weather is fine this evening, we ----------. (play)

4. We can go to the cinema if you ----------. (be free)
5. You won't learn English if you ----------. (speak)
6. If you leave home late, you ----------. (be late)
7. You can take off your coat if you ----------. (be warm)
8. If you are in a hurry, you ---------- (take a taxi).

Writing 2

Complete the following dialog with the correct form of the verbs given.

go, do, stay, be, rain

– What are you going to do on Friday morning?
– I don't like to stay at home. I will ---------- for a walk if it -----------.
– Are you going with your brother or with your friend?
– If my brother is busy, I ---------- with my friend.
– What will you ---------- if it ---------- fine?
– Oh, I don't know.
– There is a good film on TV at 9 o'clock.
– If the film ---------- good, I ---------- at home.

Writing 3

Write 6 sentences saying what you'll do next Friday if the weather is fine, if you have a lot of guests or if you have a test on next Saturday.

Writing 4

Complete these sentences. Use self pronouns.

1. Can you clean the room for me?
   Why don't you --------------------?
2. Will you buy a newspaper for me?
   Why don't you --------------------?
3. Did Mr Baker's secretary type his letters?
   No, he --------------------.
4. Who washed the clothes for her?
   Nobody, --------------------.
5. Do you want to buy him a pen?
   Why doesn't he --------------------?

Writing 5

Rewrite these sentences. Follow the model.

Model:

He posted the letter himself. He himself posted the letter.

1. She wants to make the cake herself.
2. I must write this letter myself.
3. We had to repair the car ourselves.
4. You have ordered the food yourself.

To the Teacher

Structure 1: If Clause (Type I)

If you work hard, you'll succeed.
A B

The above sentence describes a possible situation of future time.
'If you work' implies, 'you might work'.
A is simple present and B is future.
If we begin the sentence with B, no comma is needed.
You'll succeed if you work hard.
B A
We can use may, can, etc. instead of will.

Structure 2: Self Pronouns

Ali sees Ahmad in the mirror.
Ali sees himself in the mirror.

Note 1: When the subject and object of a sentence refer to the same person or thing, we use a self pronoun in the object position.

Ali bought a book for himself.
D.O. I.O.
Ali bought himself a book.

Note 2: When there are both a direct object and indirect object in a sentence, the direct object precedes the indirect object. If we change the position of the objects, the preposition (for) will be omitted.

Ali bought a book himself.
Ali himself bought a book.

Note 3: In the first sentence 'himself' is not the indirect object of the sentence. It only puts emphasis on the subject (Ali). It can also be used after the subject itself.

F. Language Functions

Asking about the Weather.

1.

A: What is the weather like in | Tehran? / London? / Ardebil? / Bandar Abbas?

B: | It's pretty | bad / cold / wet | most of the time.
It's all right.
It's quite nice. It's warm but not too hot.
It's very hot and humid.
It rains a lot.
It's very cold.

2.

A: | Does it rain much in your country?
Do you get | a lot of / much | snow? / rain?

B: | No, not much.
Yes, quite a lot.

Now practice with a friend.

G. Pronunciation Practice

Practice the following pairs of words. They have different vowel sounds.

/ɜː/		/ɪə/	
bird	purse	beard	pierce
fur	stir	fear	steer
her	were	ear	we're

Sentences

1. We're always here on Saturday, sir.
2. Amir's friend lives near here.

Now you will hear some pairs of words which differ only in their vowel sound. Repeat them after your teacher

heart	hurt	star	stir
far	fur	hard	heard
card	curd	carve	curve

Now listen to the following words. They also have different vowel sounds.

born	torn	for	war	store	warm
burn	turn	fur	were	stir	worm

H. Vocabulary Review

Fill in the blanks with proper words.

1. The man keeps a beautiful bird in the ----------.
2. His room has a window which ---------- into the street.
3. The outside of the box was covered with ---------- pieces of gold.
4. Parents love their children. They cannot be ---------- to them.
5. I'm not very hungry. I'll have only a --------- of soup.

6. He ---------- the cake before eating it.
7. This man ---------- the world's record in the 100 meters.
8. Do you know the --------- for this illness?

I. Vocabulary

a short while
advice*
all of a sudden*
bother* (n)
breath
breathe*
business*
coin
cover (v)
cure* (n,v)
disease
extra*
for no good reason
giggle* (v)
go hic*
go on a picnic
herself*
hic* (v)
hiccup* (n,v)
himself*
hold one's breath
humid
illness*
itself
jerk* (v)
last* (v)
lend
lucky*
medicine*
mind* (v)
miss
most of the time*
mouth
muscle*
myself
obey
order (n,v)
ourselves
paper bag
pay attention
picnic
rainy
record* (n)
scare*
second* (n)
secretary
stop*
successful
suddenly*
take a breath
themselves
try
unwelcome*
wet
while (n)
yourself
yourselves

LESSON SEVEN

A. New Words

1.
a. "We have got everything in our supermarket, sir.
"What do you require?"
"I just want some sugar."
b. He is going to live in a small village. He requires peace and quiet.
c. I can't do the job alone. I require help.

2.
a. I am glad that they can't change their prices in this store.
They are always fixed.
b. I'm sure he will not change his idea.
People say that he has a fixed idea.

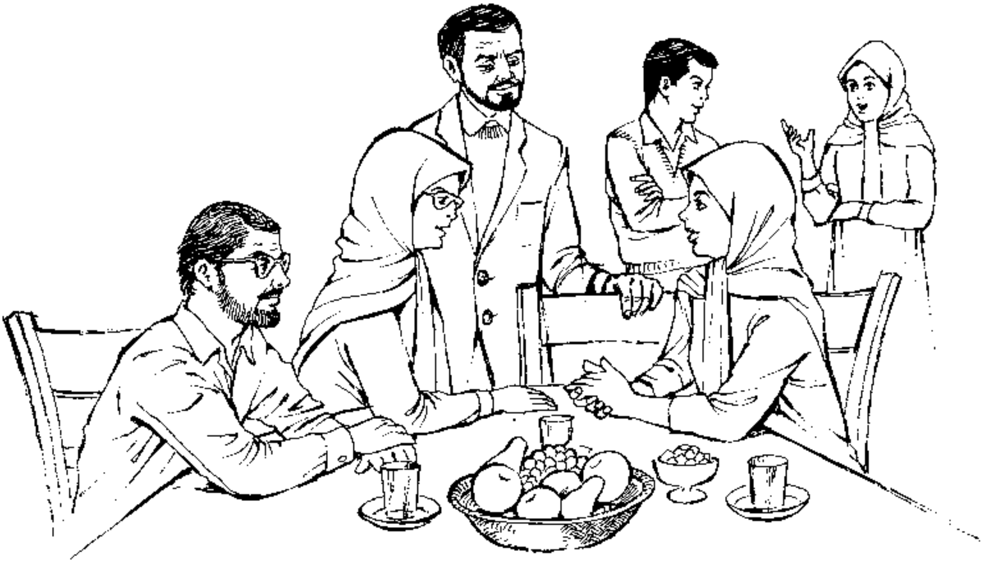
3.
a. Our teacher told us to write about the accident. I think it is an interesting topic.
b. People always talked about war. You know this was a topic for conversation a few years ago.
c. The topic of his composition was "The Importance of Education".

4.
a. Everybody talked about his book. But the new teacher did not comment on it.
b. You are my older brother. You can comment on my job.

5.
a. "Do you ever go to the seaside in winter?"
"No, we don't. Winter is not a suitable time for swimming."
b. Today is very cold. You're wearing just a shirt.
This is not suitable for winter days.
c. Tehran is a very busy city. It is also very expensive.
I think it is not a suitable place for living.

HOW ARE YOU?

B. Reading



1 "Hello." "How are you?" "Good morning." "Have you eaten yet?" "Where are you going?" These are greetings which people use in different languages when they meet each other. But what is a greeting?

2 A greeting is a way of being friendly to someone. It is a way of being polite. It is also a way of starting a conversation. In many languages a question is used as a greeting: "Where are you going?" "How's everything with you?" But questions like these are not real questions. They do not require a full answer or even a true one. In English, for example, the commonest greeting is a question about a person's health: "How are you?" But we do not expect people to tell us about their health.

3 We do not expect them to talk about their headache or their backache, if they have one. People reply to these questions with a fixed expression such as "I'm fine, thanks." or "I'm very well, thanks." In the same way, in countries where people greet each other with "Where are you going?", a simple reply such as "Just walking around." is sufficient. It is not necessary to describe where you are actually going.

4 In most languages, a greeting is usually followed by “small talk.” Small talk means the little things we talk about at the start of a conversation. In English speaking countries, people often make small talk about the weather: “Nice day, isn’t it?” “Terrible weather, isn’t it?” But there is something special about small talk. It must be about something which both people have the same opinion about. The purpose of small talk is to let both people agree on something. This makes meeting people easier and more comfortable. People usually agree about the weather, so it is a safe topic for small talk. But people often disagree about religion or politics, so these are not suitable topics for small talk in English. The topics for small talk also depend on where the conversation is taking place. At football matches, people make small talk about the game they are watching: “Great game, isn’t it? ”At bus stops, people may comment about the transport system: “The buses are very slow these days, aren’t they?”

5 Greetings and small talk are an important part of conversation in any language. The way people greet each other and the things they talk about, however, may be different from one language to another. This shows that there is much more to learn when we learn a language than just the vocabulary and the grammar of the language. We also have to learn the social behavior of the people who speak it.

C. Comprehension

I. Answer the following questions.

1. What is the most usual greeting in Iran?
2. Is greeting a way of being polite?
3. Do you ever use a question as a greeting?
4. What are the different greetings you know in English?
5. Is greeting a way of starting a conversation in Iran?
6. What are the topics of small talk when you are on the bus?
7. Are greetings the same in all languages?
8. Is greeting part of our social behavior?

II. True / False

____ 1. A greeting helps you be friendly with others.

____ 2. We must give complete and true answers to greetings.

____ 3. Small talk is the same as greetings.

____ 4. People usually disagree about politics.

____ 5. Religion is a suitable topic for small talk.

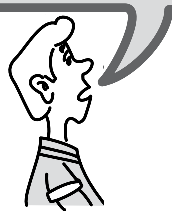
III. Complete the sentences. Use a, b, c or d.

1. In all languages asking someone's health ----------.
   a. is the commonest greeting
   b. is a real question
   c. requires a true answer
   d. none of the above
2. If someone asks you "Where are you going?",You ---------- .
   a. should give a true answer
   b. should tell him where you are actually going
   c. don't have to tell him where you are going
   d. can give a quick reply
3. The small talk after greeting ---------- .
   a. can be the start of a long conversation
   b. is very special

c. must be about many different things
d. is always followed by a conversation

4. From the passage we can say that ----------.
a. small talk in English may be similar to small talk in Persian
b. small talk is the same in all languages
c. it is not necessary to use small talk in Persian
d. vocabulary and grammar of a language are the only two things we should learn

D. Speak Out



Structure: Conditional Sentences (Type 2)

Speaking 1

Listen and repeat.

If Ali knew you live here, he would come to see you.
If the car was cheaper, we could buy it.
If I were a rich man, I would buy a house for you.
If I had a two-rial coin, I could telephone them.
If he didn't eat too much, he wouldn't be so fat.
If they arrived this afternoon, we might see them again.

Speaking 2: Substitution Drills

Substitute the words in the pattern sentences.

A) If they were here, I would show them the pictures.

1. borrow their car
2. cook dinner for them
3. tell them the truth
4. ask them these questions
5. buy more fruits
6. stay here

B) They'd come to see you if they knew your address.

1. lived near here
2. had a car
3. weren't in a hurry
4. saw your note
5. received your letter
6. weren't so busy

Speaking 3

Make questions with these words. Then answer them.

Example:

What / you do / you have a lot of money.
What would you do if you had a lot of money?
If I had a lot of money, I would help poor people.

1. What / you do / you have a big garden.
2. Where / you work / you are a professor.
3. What / you can buy / you have only ten tomans.
4. What / you can eat / you don't have any teeth.
5. What / you do / you aren't a student.
6. How / you write / you don't have fingers.

Speaking 4

Look at the pictures and answer the questions.

1. What would happen if the boy opened the door of the cage?



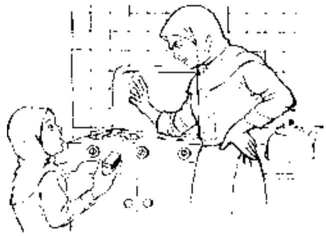
eat

2. What would happen if the man didn't walk carefully?



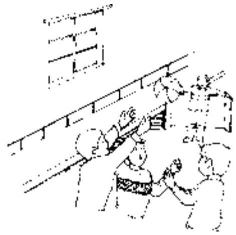
fall down

3. What would happen if Parvin's mother wasn't in the kitchen?



burn

4. What would happen if the children played football in the yard?



break

5. What would happen if he took off his coat?



catch cold

6. What would happen if the door was open?



steal

E. Write It Down



Writing 1

Complete the following sentences.

1. If I found ten thousand tomans in the street, I ----------.
2. I -------- If I weren't a student.
3. I -------- If I knew English and French perfectly.
4. If we didn't have books, we -------- .
5. If I were an English teacher, I -------- .

Writing 2

Write five sentences about yourself and the people you know. Begin your sentences with "if" like the ones in this lesson.

To the Teacher

Structure: Conditional Sentences (Type 2)

Compare:

A. If you come, we will study.
(simple present) (future)

B. If you came, we would study.
(simple past) (past future)

Notes:

1. Sentence A talks about something which will probably happen and considers its consequences for the future. Whereas sentence B talks about an imaginary situation and considers its imaginary consequences at present.
2. The "if clause" can come after the main clause. If so, no comma is needed.

Example:

We would study if you came.

3. "Were" can be used in place of "was" after I / he / she / it. There is no difference in meaning,but "were" is more formal. However, "were" is preferable in purely imaginary situations.

Examples:

If I were a rich man, I could buy a new car.
If I were you, I wouldn't go there.

F. Language Function

Conversation

A: When is your appointment with the doctor?
B: It's on the sixteenth, I think.
A: That's next Wednesday, isn't it?
B: That's right.

Months and Dates

1. A: What month is your birthday?
B: It's in Aban.

2. A: What's the date | today? / on Friday? |
B: It's the sixteenth.
The twenty - third.

Now practice with a friend.

G. Pronunciation Practice

Review 1

Listen to your teacher and then put these words under the right column.

whose, should, put, foot, no, push, pull, too, hours, noun, do, look, coat, sow, road, cook, would, rude, rowed, soon, hope, town, down

Column A	**Column B**	**Column C**	**Column D**
whose	should	noun	coat

H. Vocabulary Drill

We can add-ing to some verbs to change them into nouns. Add-ing to the following verbs and use them in the sentences below. Some spelling changes are necessary.

draw, swim, write, shop, run, begin

1. I read the book from ---------- to end.
2. The ---------- on the stone was not clear; I couldn't read it.

3. I have some -------- to do this afternoon.
4. You are very good at ------------ flowers.
5. We had to practice ------------ several weeks before the race.
6. I want to learn ------------ this summer.

I. Vocabulary

actually*[1]
agree about / on*
appointment*
backache*
behaviour*
birthday
comment about / on*
common*
composition*
conversation*
date (n)
depend on*
describe*
different (from)
disagree about*
education*
expect*
expression*
finger
fixed* (adj)
friendly*
greet* (v)
greeting*
headache*
health*
How is every - thing with you*?
idea*
importance*
living (n)
necessary*
opinion*
peace*
politics*
professor
purpose*
quiet*
race
religion*
require*
safe*
similar*
small talk*
social*
start* (n,v)
sufficient*
suitable*
supermarket*
take place*
topic*
transport system*
usual*
vocabulary*
walk around*
write (about)

[1] The asterisks mark words used in the reading texts.

Review Exercises (2)

I. Answer these questions. Use the correct form of the words given in parentheses.

1. Why were you so upset last Friday?
   (lose my money)
2. Why didn't he watch TV yesterday?
   (not finish his homework)
3. Why did you play ping-pong so badly?
   (not practice for a long time)
4. What had Betty done before she ate dinner?
   (read a newspaper)
5. What had she done before Jack arrived there?
   (clean his rooms)

II. Answer these questions. Use any and no in your answers.

Example:

Is there any water in the kettle?
No, there is no (not any) water in the kettle.

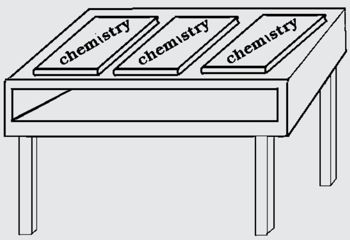
1. Are there any people in the stadium?
2. Did you eat any cake last night?
3. Had they phoned anybody before they left?
4. Have you sold anything today?

III. Put these words in the correct order.

1. finish - I - before - try - will - 8 - to - my work.
2. want - hotel - that - she - they - to - thinks - stay - in.
3. to - must - first - you - visit - promise - him.
4. like - my room - you - do - do - to - in - homework - your?

IV. Look at the pictures and answer the questions.

1. What do you see on the desk?



2. Is this man a mechanic?



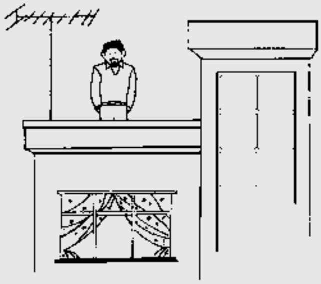
3. What is the girl making?



4. What is this man buying?



5. Where is the man standing?



V. Add a sentence with self pronouns. Use these verbs: bake, clean, grow, paint, service

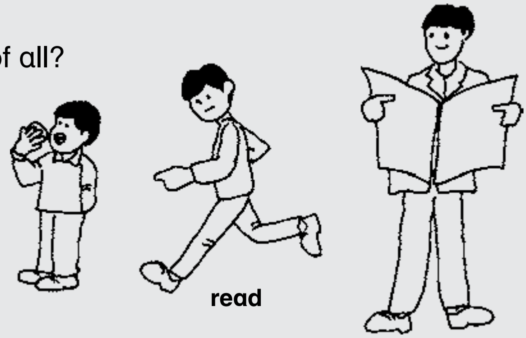
Example:

I don't take the car to the garage. I service it myself.

1. Laura didn't buy those pictures.---------------------------------.
2. The Smiths eat lots of fresh vegetables. ---------------------------------.
3. My bread doesn't come from a shop. ---------------------------------.
4. The servant didn't clean my room. ---------------------------------.

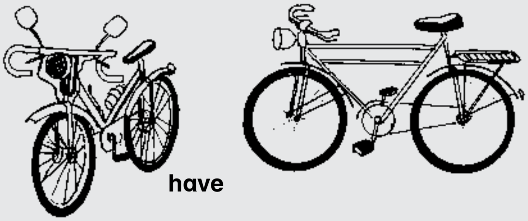
VI. Look at the pictures and answer the questions. Use the words given.

1. Which boy is the tallest of all?



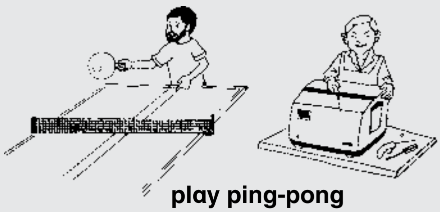
read

2. Which bicycle is more expensive?



have

3. Which man is Iranian?



play ping-pong

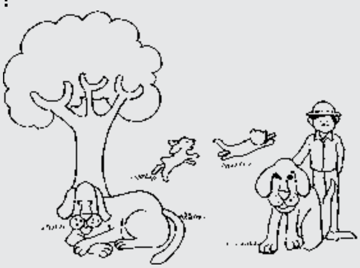
4. Which man can get to the post office sooner?



hold an umbrella

5. Which dog is the biggest of all?

sleep

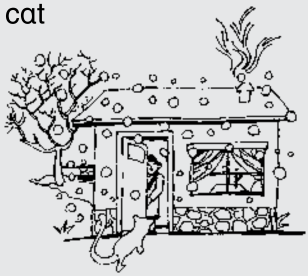


VII. Look at the pictures and complete the sentences with the words given. Make changes if necessary.

1. meet - the park - go - grandfather
   If the boy ----------------------.



2. open - go into - the room - the door - the cat
   If the man ----------------------.



3. run away - the thief - goes into - the bank
   If the policeman ----------------------.



4. help - become - sick people - a doctor
   If he ----------------------.



5. the boy - ring - wake up
If the clock ----------------------.



VIII. Read the situation. Say how you would feel.

Example: Your best friend leaves you.
If my best friend left me I would feel sad.

1. You have nothing to do.
--.
2. You are lost in a forest.
--.
3. You fail an important test.
--.
4. You see a lion in the street.
--.
5. Your brother forgets your birthday.
--.

Irregular Verbs

Present	Past	Past Participle
be	was / were	been
bear	bore	born
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept

Present	Past	Past Participle
know	knew	known
learn	learnt	learnt
leave	left	left
let	let	let
light up	lit up	lit up
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
write	wrote	written

Word List

- The numbers inside brackets refer to the lessons.
- The asterisks mark words used in the reading texts.

A

according to (1)
actually* (7)
admire* (1)
advice* (6)
a foot wide* (3)
against* (4)
agree about / on* (7)
airport (3)
a lot (2)
all of a sudden* (6)
along* (3)
although (4)
altogether (3)
angrily (5)
among (1)
apartment (5)
appointment* (7)
around* (2)
a short while (6)
aside* (5)

B

backache* (7)
bad luck!* (5)
banana* (1)
bar (3)
behavior* (7)
bill (1)
birthday (7)
biscuit (3)
blow (4)
boss* (4)
both* (1)
bother* (n) (6)
bottle (3)
bowl* (4)
breath (6)
breathe* (6)
bridge (3)
business* (6)

C

cage* (1)
cairo (4)
camera* (2)
can* (n) (5)
canal* (3)
capital (5)
carton* (5)
cassette player (1)
centimeter (2)
change this bill for me. (1)
chemistry (4)
chicken* (5)
child's wagon* (3)
chocolate (3)
church* (3)
coach* (3)
coal* (4)
coin (6)

come back (5)
comment about / on* (7)
common* (7)
complete (v) (4)
completely (5)
composition* (7)
conversation* (7)
copy (1)
cost (3)
countryman (4)
cover (6)
cream* (5)
crowded (5)
cruel* (4)
cry* (4)
cure* (n,v) (6)

D

date (7)
decide (1)
delhi (5)
depend on* (7)
describe* (1)
different (from) (7)
disease (6)
dollhouse* (3)
do right* (1)
disagree about* (7)

E

earn* (4)
education* (7)
employ (3)
even (3)
expect* (7)
expression* (7)
extra* (6)

F

face* (v) (2)
factory (3)
fairyland (3)
fall* (2)
favour (6)
feel (4)
feel sorry for (sb) (4)
find out* (1)
finger (7)
fixed* (adj) (7)
flat* (2)
for no good reason (6)
france (4)
friendly* (7)
full of sth (5)

G

get cold (1)
get into trouble (5)
get mixed up (5)
get out of (2)
giggle* (v) (6)
give back* (1)
glow* (3)
go around* (2)
go hic* (6)
go hungry* (5)
gold (4)
golden* (3)
go on a picnic (6)
go on a trip (5)
grammar (4)
greet*(v) (7)
greeting (7)
grow cold (7)
guess (4)

H

hammer*	(3)
hand (clock)	(4)
handle	(4)
hate*	(5)
have to	(5)
head	(4)
headache*	(7)
health*	(7)
hers	(2)
herself*	(6)
hic* (v)	(6)
hiccup* (n,v)	(6)
hick	(6)
highway*	(3)
himself*	(6)
history	(3)
hold one's breath	(6)
hole*	(2)
holland*	(3)
how is everything with you?	(7)
humid	(6)
hurt	(3)

I

idea*	(7)
ill*	(4)
illness*	(6)
importance*	(7)
in a hurry	(6)
iron (n)	(4)
itself	(6)

J

jam	(3)
jar	(3)
jerk* (v)	(6)
jump*	(5)

K

keep on*	(1)
knife	(2)
knowledge	(2)

L

language lab*	(1)
last* (v)	(6)
law*	(4)
lazy	(5)
lend	(6)
light	(5)
light bulb*	(3)
light up* (lit up)	(3)
like* (prep)	(2)
living (n)	(7)
loaf	(3)
lots of*	(2)
lovely*	(5)
low	(3)
lucky*	(6)

M

machine*	(4)
magazine	(3)
make a dress	(6)
make a mistake	(1)
March	(5)
match	(3)
math	(1)
medicine*	(6)

merry - go - round* (3)
metal (4)
million (5)
mind* (v) (6)
mine (pron) (2)
mine* (n) (4)
miner* (4)
miss (6)
mixed up* (5)
model* (3)
most of the time (6)
motorcycle (1)
mouth (6)
muscle (6)
museum (4)
myself (6)

N

necessary* (7)

O

obey (6)
october (5)
offer (n) (3)
offer (v) (4)
officer (5)
once (5)
opinion* (7)
order (n,v) (6)
(the) other (2)
ours (2)
ourselves (6)

P

packet (3)
paper bag (6)
park (v) (5)
passage (1)
pay attention (6)
peace* (7)
perfectly (4)
photograph* (2)
photographer* (2)
pick up* (1)
picnic (6)
plant life (2)
polite (5)
politics* (7)
population (5)
pot (5)
prefer (4)
president (4)
price (3)
professor (7)
promise (4)
pull* (3)
punish (3)
purpose* (7)
put (sth) aside (5)
puzzle* (1)

Q

quiet* (7)

R

race (7)
rainy (6)
rather (2)
real* (4)
reason* (4)
record (n) (6)
religion* (7)

repair (3)
request (1)
require* (7)
reward* (1)
rich (4)
rock* (2)
round* (adj) (5)
row* (5)
run along* (3)
run out of* (1)
russian* (2)

S

sad* (4)
sadly* (5)
safe* (7)
sail* (n,v) (3)
sailor* (2)
sauce (3)
say goodbye* (5)
scare (6)
seaside* (5)
second (n) (6)
secret* (2)
secretary (6)
seem (2)
september (5)
shopping (5)
similar* (7)
sit (5)
slice* (1)
small talk* (7)
soap (3)
social* (7)
soft drink (3)
soup (5)
space* (2)
spaceship (2)
spaghetti* (5)
speed (v) (3)
start* (n,v) (7)
stay with (4)
steal (2)
stone (3)
stop* (6)
successful (6)
suddenly* (6)
sufficient (7)
sugar (1)
suitable* (7)
supermarket* (7)

T

take a breath (6)
take (sth) apart* (1)
take place* (7)
tape (1)
taste* (v) (5)
telegram (4)
terrible* (4)
theirs (2)
themselves (6)
through* (3)
thumb* (3)
till (2)
tiny* (3)
topic* (7)
touch (4)
tourist (5)
toward (5)
toy* (3)
toy gun (5)
track* (3)
transport system* (7)
try (6)

U

upset	(1)
unusual	(1)
unwelcome*	(6)
usual*	(7)

V

vocabulary*	(7)

W

waist	(3)
walk around*	(7)
walk (through)	(3)
war	(3)
watery*	(4)
wet	(6)
wide	(2)
wind	(4)
windy	(2)
wish	(4)
without	(5)
while (n)	(6)
whole	(3,5)
wood	(5)
would you mind ......?	(1)
write about	(7)

Y

you are welcome.	(1)
yourself	(6)
yourselves	(6)
yours	(2)

معلمان محترم، صاحب نظران، دانش آموزان عزیز و اولیای آنان می توانند نظر اصلاحی خود را درباره‌ی مطالب
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